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Marking Policy

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Aims

Marking and Feedback should:

- Give children clear strategies on how they can improve their learning.
- Encourage dialogue between children and adults regarding progress, success and areas to improve.
- Relate to learning objectives, remember to…(Success Criteria) and/or targets taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their learning.
- Be accessible to children.
- Use consistent codes throughout the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative. Help the teacher to evaluate teaching and inform future planning.

Purposes of feedback

For children

- To raise attainment and help each individual reach their full potential.
- To provide a personal response.
- To acknowledge achievements.
- To encourage children to reflect upon their efforts to persevere and strive for excellence.
- To allow children to interact with the adult giving feedback.
- To teach children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- To teach children that feedback on their work is an essential element of the learning process designed to support positively and not to criticise destructively.
- To practise the skills taught and to correct/improve their learning.

For teachers

- Demonstrates children's knowledge and skills achieved.
- Indicates where revision or repetition is needed.
- Indicates the next step for learning.
- Sets the context in which the work was undertaken e.g. "you have worked well with your partner".
- Can sensitively indicate pupil's personal circumstances which may have a bearing upon work quality. Helps determine groups for learning.
- Provides a sense of achievement e.g. self-assessment of success in meeting teaching objectives. Indicates levels of achievement.
- Informs future planning.
- Informs changes in medium or short term planning. Provides a review of the range of achievement.
- Establishes a teacher / pupil dialogue about learning.

For parents and other audiences

- Indicates points for individual development and progress.
- Shows what the school values in children's work.
- Demonstrates expectations.
- Shows how the teacher has worked with and acknowledged the efforts of their child.

Learning will reflect a wide range of marking:

- children's self-assessment through smiley faces or similar class system
- peer Marking
- teacher's marking using the code
- positive formative comments and next steps marking where appropriate
- corrections, scaffolding and ideas for improvement verbally
- notes for teacher's own use
- whole class feedback sheets

All children's learning will be marked in one of the above ways and all children will experience a range of marking types reflecting professional judgement.

Marking will be completed in the following colours:

Child – pink

Teacher – green

The main forms of marking will be live marking and whole class feedback sheets.

Live Marking

Live marking reduces teacher workload outside of lesson hours. Diagnostic feedback closes in on specific areas to improve and offers instant feedback for the pupil.

How it works:

Pupils will be set to work and whilst they are working the teacher will mark their books. The marking code will be used. If after live marking a selection of books the same error is noticed teachers will stop the class and address the misconception allowing for immediate impact. With this approach progress will be shown and further learning will take part within that lesson relevant to each pupil who has received live marking in that lesson. It is not expected that each child will receive live marking in each lesson; it is expected that over a week each child will receive live marking at least once. Live marking can be done by any adult. During and at the end of the lesson teachers will fill in a Whole Class feedback sheet which can be shared with the class to in order to celebrate success and address any common misconceptions. These will be kept by the teacher to inform future teaching and learning.

Pupil's Self-Assessment

Pupils should be trained to review their own work as they go along and check and edit as they finish. If children make a mistake within their learning, they will use one single line to cross through the error and continue their learning thereon. Children will edit etc. using a pink pen.

At the end, or at an appropriate point in any lesson pupils are expected to self-assess their progress and understanding of the main lesson objective by drawing a grinning, smiley, straight face at the top of the page.

Peer-Marking

Throughout the school, children are encouraged to work with their learning partner in order to support and further each other's learning and achievement through guidance and collaboration.

Positive formative comments and next steps marking

As mentioned above, teachers will give children various types of written feedback. One particularly important way will be positive formative comments. These comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons and through the whole class feedback sheets.

Feedback for intelligibility:

In Key Stage 1 or in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work intelligible for audiences other than the child.

Marking code

The marking code should be used to reflect on the success criteria and learning objective. It should be accessible to the children. The code should be frequently discussed with children and explained or defined to parents so it is not misinterpreted.

The following codes in the margin may be used:

Symbol	Meaning
I	Independent work
TT	Teacher talk
W/S	Work supported

//	New paragraph
*	Read comment
SP	Spelling mistake
Smiley or straight face	(Self-assessment) LO understood, partly or not understood A comment from more able pupils
NMP	(Teacher assessment) (NMP)- Needs more practise straight face beginning smiley face - developing grinning face - embedded
Pupil response in Pink Pen following sharing of whole class feedback sheet, verbal or written feedback	

Expectation of presentation in books

A high expectation of presentation will always be expected.

The date will be written in long form in the children's topic and English books and in short form in children's maths books (this can be typed on labels where needed). The date will be written starting on the left hand side of the page. The objective of the lesson will always be called the LO. This will be recorded underneath the date and will start on the left hand side. SEN children may have the date and LO written for them.

Any adult writing will model to the children high expectations and will be written in the school handwriting font.

Any digit written in maths will be written in its own box.

All children will evaluate their lesson by recording a small and neat face by the lesson's LO. Older children may write a comment.

'Growth mind-set' language will be used by teachers

'Well done. You are learning to…'

'I'm really pleased you tried that. Look what you achieved.' 'I like the way you…'

'Don't give up.'

'What are you most proud of?'

'How are you more successful than before?' 'Good learner' instead of clever

'Be brave'

'Have a go – have another go' Now try these

Equal Opportunities

Every child in Langham Village School is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate method of feedback and the strategies used to help children understand and respond to it ensures this occurs. This policy will be followed but also adjusted to meet the needs of individual children.

Reviewed – February 2025

Review due - February 2026

Head teacher - Mrs Polly Kossowicz

Chair of Governors – Ms Kate Jackson