# Lynsted and Norton Primary School

# Effective Marking Policy

| Author | | | Miss G Ingram | | |
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**Introduction**
At Lynsted and Norton Primary School the marking policy is part of the assessment policy. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self- image and increase pupil independence in learning. The marking policy takes into account the school's policy on equal opportunities.

**Background**
Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.
In a recent study about marking, students highlighted a number of points they like:

- to see that their work is carefully considered
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- stickers and stamps
- time to read what a teacher has written and to ask questions
- seeing examples of good work from other students.

Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria where relevant. Marking should help children to become reflective learners and give them strategies to be able to improve their work, taking the next steps in their learning.

We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

Effective marking should:

- Identify achievements and the next steps in their learning
- Identify if the learning objectives has been met
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work, with a focus on editing
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

Although excellent teaching and assessment are central to pupils' high attainment, not all pieces of work can be quality marked. Acknowledgement should always relate to the learning objective.

**Monitoring**

Marking should be regularly scrutinised and books should be seen as part of both lesson observations and learning walks by all leaders. All curriculum leaders should moderate work and sample marking.

Children's response to the comments

- Children should be given time, to read and respond to the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result, of the feedback they have received.
- Children should be expected to respond to the written feedback, either by correcting mistake or up-levelling in green pen. When children have responded to feedback.

Self/peer evaluation

- All children should be reminded to self-evaluate against success criteria if it is part of the lesson. This process should also highlight specific children who need targeting with specific things through a focus group or individual attention.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This process needs guidance from the teacher – what to look out for in peer evaluations so comments from peers are useful and helpful.

**Basic marking**

The learning objective and date will be at the top of all pieces of work. Basic marking would include one or some of the following:

- The LO and date will be written at the top of each piece of work
- The LO will be highlighted as an assessment tool and to support future planning: **green** demonstrates the child has gained the knowledge and skills taught in the lesson, **pink** demonstrates the child has partial understanding and will need further support through a teacher or TA led focus group.
- Teachers will mark in **purple pen**
- Teaching Assistants will mark in **pink pen**

- The marking code will be used
- Work will be annotated to indicate if children have received extra support e.g. **VF** (verbal feedback), **TA support, CT focus group**, Maths equipment used, peer support
- Children will make corrections, edits including improvements in **green pen**
- Comments, stamps and/or stickers can be added to work.
- When appropriate, the children may be set a task through marking e.g. practice questions to show embedded knowledge or skills, spelling practice, reflective questions to extend children
- When marking writing, not all GPS errors will be identified. The marking will focus on the areas of GPS taught that week, common misconceptions and reoccurring errors

**Foundation stage**
In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers, stamps and House points
- Child's voice written within speech marks
- Written annotations to explain support given and by who (CT or TA),
- resources used and whether these are accessed independently or with support and the date. **VF** indicates verbal feedback given to encourage improvements
- Short narrative observations (written)including child voice accompanied by photographs uploaded to Tapestry
- **Green pen** indicates good understanding and progress and **pink pen** indicates next steps to be focused upon depending on the LO or a particular area important for that child
- Photographs used to show practical activities annotated as required
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play or work recorded in their work books or Class Floor Books

**Marking codes**

| Editing | |
|---|---|
| CL | Capital letter needed |
| FS | Full stop needed |
| P | Punctuation is incorrect or missing |
| SP | Spelling error: correct spelling may be given or they need to look it up if they should<br>know it. Please write correct spelling 3 times |
| // | New paragraph |
| ? | Something doesn't make sense. You need to read your work carefully and check it for<br>mistakes |
| ● | Think again (often used in Maths) |