



Forest Academy  
&  
Elveden Church of England  
Primary Academy

Marking Policy

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## MARKING POLICY

### Core and purpose of marking


We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives, enabling children to become reflective and helping them to close the gap between current and desired performance.

### Agreed principles for marking across the school

Marking should....

- Be consistent across the whole school
- Be manageable for teachers
- Relate to the learning objectives which are shared with the pupils
- Involve all adults working in the classroom
- Give increasing opportunities for pupils to reflect on their work and on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process
- If applicable, link previous work
- Inform future planning and individual target setting

### Agreed marking codes

☺    ✓	This indicates that the learning objective has been met successfully , this may be a tick/smiley face beside L.O.
✓	Correct
	'Tickled pink' this is used to highlight phrases/sentences that demonstrate the L.O.
	'Green for growth' this is used to highlight phrases/sentences/grammar that need developing.
	Through a word indicates an incorrect spelling (highlight maximum of 3)
• C	Indicates a question which is incorrect When been corrected
○	Punctuation error – circle the error (If appropriate insert punctuation)
//	Should start a new paragraph
Ⓣ    ⓉA	Teacher TA worked with the child. Also use I in a circle for independent working
	Self-assessment (across the whole school)- children assess own work using green, amber, red. Teacher/adult then comments on their assessment.

### **Different strategies for marking:**

- Oral feedback – this takes place throughout the lesson and helps children work closely towards the learning intention.
- **Proof reading/editing**– Sometimes it will be appropriate for children to mark and **edit** their own work. **This is a big focus of the new curriculum** and means they can identify their own successes and look for improvement points. **Children in EYFS/KS1/LKS2 will use proof reading puppets and the whole school will use purple pens for editing.** The plenary can then focus on this process **as a way of improving their work.**
- Shared marking – Using one piece of work on IWB to model the marking process and teach specific points. Another strategy is to show pieces of levelled work and discuss their differences.
- Quality marking – Not all work can be ‘quality marked’. We agree that extended writing will be marked in this way, every week. The emphasis in marking should be on both success against the learning objective and improvements needed to meet the learning objective. Focused comments should help the child move their learning on.
- Peer marking- Children work with response partners to identify strengths and areas for development.
- Challenge questions-These should be used to extend learning and encourage children to apply their understanding. Testbase questions could be used in Maths as appropriate.

### **Supply teachers**

Work which is marked by a supply teacher should always be initialled. Supply teachers are expected to follow the marking policy and codes above.

### **Work marked by teaching assistants**

Teaching assistants should always initial work marked by them. They should also follow the marking policy and codes above. **Parent helpers should never mark work.**

### **Target cards**

Target cards are used for Literacy, maths and **guided reading** across the school in order for children to know and understand their targets. Staff use ‘Target met’ stickers on the target cards when these are met and also use a sticker on corresponding piece of work so that targets can be tracked and evidenced.

### **Communication with parents**

It is acknowledged that parents often look for ‘traditional marking’ when they look at their child’s books. For this reason we will communicate the main points about our marking policy to parents prior to the parent consultations and during the information evenings in the autumn term.

- “Jolly marking” stickers for EYFS/KS1.
- Tickled pink/green for growth/yellow spellings for Literacy and sometimes topic across the school.
- Challenge questions.