



Mill Lane Community Primary School & Windmill Community Nursery

Growing, Thriving, Flying

Marking Policy

Aims:

At Mill Lane our aims in marking children's work are:

- To identify the child's successes against the learning objective.
- To assess the child's level of understanding.
- To highlight the child's next learning step / target.
- To value children's work through meaningful and consistent feedback.
- To identify children's achievements against statutory assessments.
- To encourage a dialogue as a result of marking.

Marking is a developmental process. The way in which we mark children's work is dependent upon the learning objective and must take account of the child's needs and abilities.

Stage not age is the key to marking effectively

Guidance:

- All work should be marked using the agreed systems and symbols appropriate to each year group.
- Where appropriate, and possible, work should be reviewed directly with the child or group of children.
- Feedback should be positive and constructive, identifying the next step and setting targets for future learning.
- Marking should relate specifically to the learning objective of the activity.
- Children should be made aware of or devise the success criteria at the beginning of an activity, either verbally or with a written record (depending on age of children).
- Children should be given time to review marking of their work and to make improvements where necessary.
- Regular staff meetings to review marking should take place within linked Key Stages to ensure consistency.
- A good level of presentation is expected across all curriculum areas.
- Regular book sampling will occur to ensure implementation and consistency are taking place effectively across the school.

Presentation:

A high standard of presentation is expected across all subjects of the curriculum. All children's work should display the following:

- Name (if working on paper)
- Date
- Learning objective (L.O.) if applicable or at the start of a new unit of work

Types of Marking:

Marking will not always be detailed comments but can take several forms. These are listed below:

- **Verbal feedback (Live Marking)** – A teacher will individually discuss a child's work with them.

- **Peer assessment** – Children will talk with a partner or within a small group about their work and children will make positive comments about each other’s work.
- **Self Assessment** – Children will mark their own work and give it a score or suggest how/ where they could improve it.

Within each Key Stage a variety of strategies and symbols will be used to give feedback to the children.

Foundation Stage

Marking in Foundation Stage is mainly verbal due to the age of the children. There are a lot of positive comments so that children know how well they have done and they are given opportunities to talk about their feelings after an activity. The following strategies are used:



Children self assess their work using Thumbs up and Thumbs down to indicate how confident they feel about an activity.



A smiley face is put on work to denote a good piece of work.

In Key Stages 1 and 2

At the end of each piece of work staff will ensure that the effort and achievement made by each pupil is recognised through the use of the following symbols:

Effort



A smiley face is used to show that the pupil has put the maximum effort in.



This symbol is used to show that the pupil could have worked harder.



A sad face is used to show that the pupil made little or no effort with their work.

Achievement (in relation to the learning objective)



Green shows the learning objective has been achieved.

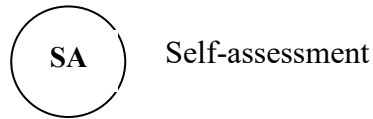
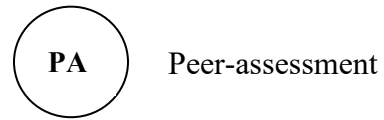
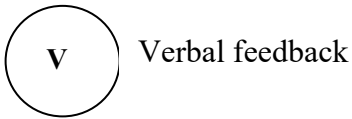


Yellow displays that the learning objective has been partially met.



Pink shows that learning objective has not yet been achieved.

A range of symbols will be used in order for others to be aware of the type of marking that is used and these symbols will also be displayed clearly in classrooms so the children are also aware of how their work may be marked.



In addition all teachers will use the following symbols to show how much support a child required during the activity:

I = independent

S = with support

'Live' Marking

Recent educational research shows that marking 'in the moment' – i.e.: providing a child or group with immediate verbal feedback upon which they can act immediately – is one of the best ways to support children with making progress in their learning. When work has been 'live' marked, there will be no written comments made by the teacher. The 'V' (verbal) symbol will be used to indicate that a discussion took place.

Whole School Consistency

Teachers will mark work using a black pen. Pupils who have earned a pen license will be encouraged to use a blue handwriting pen when appropriate.

In writing, a teacher will highlight in **green** areas which are good and will highlight in **pink** areas that could be improved (including spelling errors as appropriate).

Depth of Marking

We believe that marking should be child-friendly and age appropriate. Therefore, the depth in which work is marked will vary depending on the task.

In depth marking, especially in writing, will include two 'goods' and a 'wish.'

Where appropriate, next steps will be given using an arrow symbol.

In maths the next steps may be to ask the child to correct errors in their work.

Reviewing and Editing Work

When editing their work or in response to teacher feedback, pupils will use a purple 'polishing' pencil (KS1) or pen (KS2) to display pupil responses clearly.

Marking Topic Work

An overall review of topic work will be included at the end of a topic and will include both a pupil and teacher evaluation of the topic work.

Reviewed: October 2023

Next Review: October 2024

Signed on behalf of the Governing Body: