

Longmoor Primary School

Marking Policy

2024 - 2026



Adopted by Governors

Chair of Governors Signature: <i>Jane Wright</i>	Date: 13 th November, 2024
Chair of Governors Signature: <i>Jane Wright</i>	Date: 23 rd March, 2022
Chair of Governors Signature: <i>Jane Wright</i>	Date: November 2019
Chair of Governors Signature: <i>Linda Fitch</i>	Date: March 2017
Chair of Governors Signature: <i>Linda Fitch</i>	Date: July 2015

Marking Policy for Longmoor Primary School



Why do we mark children's work?

- To monitor a child's individual progress
- To identify areas of strength and weakness
- To assess if a child has understood the objectives of the lesson
- To establish learning targets for individual teaching
- To show that we value all the work completed by each child
- To build a child's self-esteem
- To evaluate our own teaching and inform our future planning
- To raise standards.

We mark work with an aim to give all children positive, constructive feedback on the content, accuracy and presentation of their work.

Work is marked with respect for equal opportunities regardless of ethnic and cultural origin, gender, physical or mental abilities.

Work is marked with each child's individual needs and potential in mind.

PRESENTATION EXPECTATION

Presentation expectations are displayed in each classroom for Literacy and Numeracy. These are differentiated by year group / ability and include layout and punctuation. Non negotiables will apply to all work in books or on paper, in every subject area.

MARKING METHODS AND EXPECTATIONS

The impact of verbal praise and comments is great and should not be underestimated.

- Marking comments will relate to the purpose of the task and / or the child's personal targets.
- Whenever appropriate / possible, teachers will provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent to maximise the effect and relevance of feedback.
- Teachers will respond to a piece of work by making positive, constructive and encouraging comments using the child's name.
- All staff will mark work in **pink** ink so that it is distinct from the children's own writing. (**Tickled Pink**)
- Teacher comments will generally be written at the end of a piece of work but may also be appropriate in the margin.
- Teachers may also add a 'teaching point', something the child needs to look at or practise for the future, in order to improve their work further. This will be marked in **green**. (**Green for Growth**)
- Teachers may sometimes ask a written question, which encourages the child to think about what they have done and how improvements could be made.

- Children will be given time to respond to marking using a purple pen / pencil. (Prove it purple)
- Some work will be marked with a 'lighter touch'
- When correcting spelling errors, high frequency words and spellings that have been taught will be concentrated on. In FS2, spelling corrections are underlined in green.
- Some tasks may be marked as a simple right or wrong answer, with ticks or a dot and / or a score given.
- Work produced for display purposes may be unmarked, although comments may help to put it into context. It will be displayed on merit and will represent individual children's achievement.
- **Marking symbols used are:**
VF = Verbal Feedback G = Guided group S = Supported (TA) I = Independent (stamps are also used).

MARKING WRITING

When marking any pieces of writing at length, in any subject, we will use:

- ✓ Tickled Pink
- ✓ Green for Growth
- ✓ Next Steps
- ✓ Prove it Purple

Tickled Pink: Words, phrases or sentences that achieve WILF / success criteria / targets are highlighted in pink in a child's writing.

Green for Growth: Words, phrases or sentences that need improving, referring to the WILF / success criteria / targets (spelling x 3, punctuation errors or omissions, vocabulary and sentence improvements or editing and improving) are highlighted in green in a child's writing.

Written comments:

A pink pen will be used to write a positive comment that explains what has been highlighted pink and WHY, referring to the WILF / success criteria / targets.

A green pen will be used to explain what has been highlighted green and why and how it needs to be improved.

When a Next Step has been achieved in the next / subsequent pieces of writing, the teacher will put his / her initials and the date next to the NS on previous page(s). When the Next Step has been achieved three times then a new NS will be given.

Prove it Purple: Time will be given for children to respond to the marking comments about the writing. Children will look at the writing highlighted, read the marking comments and act upon the Green for Growth. The child's improvements will be written using a purple pencil crayon to show that the action has been completed. This will then be acknowledged by the teacher using a tick or error corrected.

Year 1 children have stampers used in their books to highlight in a visual way where they need to develop their work e.g finger spaces, capitals letters, using phonic sounds etc.

MARKING MATHS

All work will be marked in pink, unless a child is self-marking work supported by the teacher or TA. In this case they will use a coloured pencil crayon.

A correct answer is indicated with a tick. An answer that is correct after being marked wrong, will be indicated by a tick and a small C underneath.

An incorrect answer will be indicated with a dot or a circle, e.g: $3 + 4 = 8$ to show where the error in the calculation has been made.

Effective Maths Marking

It is not necessary to write a developmental comment after every lesson as long as work has been marked right or wrong.

You may choose to focus your feedback / marking on an ability group or table each day and gain a picture of how successful the class has been against the overall objective by the end of the week.

TAs may mark their groups work and provide verbal feedback to the teacher and children each day. They should initial work they have marked.

Effective written feedback should focus on these areas:

- 1) Enquiring question - assessing the learning or extending and linking their learning to the next step, e.g.
 - Now try this...extension question.
 - Can you answer this word problem?
 - What skills did you use?
 - Can you show how you worked this out?
 - Did you find a pattern?
 - Where did you go wrong?

- 2) Modelling and seeking a child to complete, e.g.
 - Show your working out like this...
 - Can you finish this using the number line?
 - Can you set your work out like this....modelling a number line/written method etc
 - Please add the units.
 - Practice forming your numbers please...1, 2...
 - Where is your working out?
 - Check your answer please.
 - You know the method / have achieved the L.O but can you check Q 2.

- 3) Correcting the spelling of key mathematical vocabulary.

- 4) Where none of the above are necessary a comment on the success of the child against the L.O or the S.C or their efforts towards it are enough.

MARKING OTHER SUBJECTS

All work that the children produce should be marked including PSHE and Art.

Over each term (6 term cycle) each subject should have one longer, more detailed marking comment using 'tickled pink' and 'green for growth' comments. A next step should be included to enable the child to develop a specific skill related to that subject.

Children should be provided with time to respond using 'the prove it purple' pens to marking in all subjects.

Verbal Feedback

If possible, verbal feedback to children, particularly those who have had difficulty with the learning, 'See me please' in their books usually acts as a reminder for children to seek your help.

A child who has received verbal feedback following a request in writing should have a note made in their book so it is clear that follow up action was taken. The VF symbol should be used for this.

Children who have been fed back to in lessons, verbally or in writing, should have time to respond to that feedback.

SELF ASSESSMENT

All children will be encouraged to check and self-correct as well as edit and improve their work with the help of checklists and key objectives from the lesson.

Children could use a 'face' to indicate how pleased they are with their efforts:

A **smiley face** for very pleased / confident.



A **neutral face** for pleased / reasonably confident.



A **sad face** for not happy / not confident.



Occasionally, children may mark their own work, under the guidance of the teacher and especially in KS2 where 'critical friends' have been established; children will have opportunities to mark the work of others and evaluate using strategies such as 'three stars and a wish'.

REWARDS FOR GOOD WORK

Rewards for work being marked in addition to a tick and / or comment may consist of the following:

- DOJOs
- Stickers
- Smiley faces
- Stamps
- Visit to another teacher / Head teacher
- Work shown in Assembly
- Awarded weekly Effort certificate
- Awarded the Literacy, Maths or Effort trophies

REVIEW




- All members of staff have agreed the purpose and practice of marking as outlined in this Marking Policy.
- This policy will be reviewed every two years or when the need arises.
- This policy is the responsibility of the Assessment Co-ordinator.

Reviewed November 2024

MARKING WORK - FOUNDATION STAGE






Symbol	Meaning
VF	Verbal feedback
I	Independent Work
S	Support needed or had (TA)

MARKING WORK - KEY STAGE 1

Symbol	Meaning
Stamp or VF	Verbal feedback
G	Guided group work
I	Independent work
S	Support needed or had (TA)
Word x 3	Spelling correction
?	This does not make sense
	Positive comment
	Work seen by a teacher
TP	Team point
• or circle	Wrong, please check
	Answer corrected after a mistake
DJ	Dojo points
NS	Next Step

Stampers are also used for a visual representation of how to improve work completed.

MARKING WORK - KEY STAGE 2

Symbol	Meaning
Stamp or VF	Verbal feedback
G	Guided group work
I	Independent work
S	Support needed or had (TA)
Word / Sp x 3	Spelling correction
?	This does not make sense
^	Missing Word
	Punctuation / Capital letter missing
//	Start a new line or paragraph
	Positive comment
	Your work has been seen by a teacher
	Well done
• or a circle	Wrong, please check
	Answer corrected after a mistake
DJ	Dojo points
NS	Next Step