



Marking Policy

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Last Review of Policy: September 2021

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.”

Marking Guidelines

- Marking is only one form of feedback.
- Pupil’s work will be marked using a **green** pen, following the codes below.
- Feedback can be written and/or verbal and will focus firstly on the LO.
- Marking should identify the pupil’s strengths (not just weaknesses) and positive comments should be recorded.
- Marking, where possible, should be differentiated and appropriate for the ability and age of the pupils.
- Time should be given for pupils to respond to marking (where appropriate) and responses will be re-marked.
- Pupils will be encouraged to self and peer assess using RAG rating.
- Marking should act as a model for pupils’ work (correct spelling, grammar and neat handwriting).
- Next steps (when LO has been achieved) and gap marking (where there have been misconceptions) should be used where staff feel it to be most appropriate.
- Staff have flexibility over the reward systems used to reward pupils’ achievements in-class such as stickers, stamps or house points.

Examples of generic next steps and gap/reinforcement tasks

Apply skills	Explain/Reason	Spelling	Correct
What comes next?	Always, sometimes, never?	Tick the correct spelling	Spot the mistake
Missing numbers	True or false?	What do you notice?	Odd one out
Continue the pattern	Spot the mistake	Spell 3 times	
Other possibilities could be?	Do, then explain	Fill in the missing word	
Missing symbols	Convince me		
The answer is... what is the question?	What do you notice?		
Real life context	Odd one out		

Marking Codes

Learning Objective

LO 😊 Met	LO 😊 Getting there	LO 😞 Not met
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Level of Support

G This indicates that a group/child was heavily guided .	I This indicates that a group/child worked completely independently following the initial teaching.
<i>If neither a G or I are indicated, it is assumed that children were taught and then given the 'usual' amount of support expected in a lesson, through mini-plenaries, STL reminders, minor support etc.</i>	

Staff

TA TA has led, taught and marked the work (with initials).	S Supply has led, taught and marked the work (with initials).	St Student has led, taught and marked the work (with initials).
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Marking

✓ Work completed correctly	✓✓ Excellent example	● Wrong answer/check again	* Next step / gap task	SP - word underlined Incorrect spelling
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Self and Peer Assessment

Self Assessment

Have I achieved my learning objective?

R A G ☹️
I need help.

R **A** G 😐
I'm getting there.

R A **G** 😊
I can do it.

Peer Assessment

Marked by: _____

Look at the STL and look at the work carefully. What do you think?

RAG rating: **R A G**

Reasons:

At the end of each lesson, children are encouraged to RAG rate their learning against the LO. Posters are in classrooms to refer to. Staff will respond to the RAG rating where appropriate.