

# Marking

# Policy



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**Reviewed: May 2023**  
**To be reviewed: September 2025**

## **St. John's C.E. (C) Primary School Marking Policy**

### **Rationale:**

We believe that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written and verbal) makes tracking of learning intentions for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve. It should focus on success and improvement against learning objectives thus enabling children to become reflective learners and helping them to close the gap between current and desired performance.

### **Aims and Objectives:**

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same.
- Boost self-esteem and aspirations, through use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning, and the next steps.
- Offer them specific information on the extent to which they have met the lesson objective.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding, and identify any misconceptions.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Provide the ongoing assessment that should inform future lesson-planning.

**The main objective of marking and feedback is not to find fault, but to help children learn OR to motivate them.**

If children's work is well-matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

### **Practice and Procedures:**

We believe that the following principles should underpin all marking and feedback:

- The process of offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The feedback should always be in accordance with the lesson objective.
- Feedback strategy should be appropriate to the age and ability of the child, purpose and context of the lesson
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria for the task right from the outset.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed. The younger the child, the more important it is that the feedback is oral and immediate.

- Marking will normally be done before the next lesson, if appropriate, although this may not always be possible for longer pieces of work.
- Feedback should cause thinking to take place.
- Group feedback is provided through plenaries too, and in group sessions.
- Teachers will note errors or misconceptions made by many children and use them to inform future planning.
- Marking and feedback will not be a burden for staff and has appositve impact on a child's learning or motivates them to learn.



# Marking Key

Together in love we learn with

Respect, Hope, Friendship and  
Forgiveness.

Marking and feedback must serve at least one of the following purposes:

1. To positively impact on learning.
2. To motivate a child.

All written work in **Maths** and **English** books should contain:

- ✓ An assessment label with a tightly focused objective, which is then differentiated into Bronze, Silver and Gold success criteria.

**Labels include the following marking key:**

**I** = work completed independently

**WS** = with adult support

**GW** = Group Work guided by an adult

**VF** = verbal feedback given to the child about their work, include initials

**P** = Prevention required to consolidate learning.

☺ = Smiley faces used as self-assessment tool.

All work in **Foundation Subject** books must:

- ✓ Have a learning question, which is ticked by an adult if achieved by the child completing the learning task.

In addition, staff **may** write comments, including the following:

☺ = praise for things done well in relation to the objective.

☁ = Next step for development/ improvement

**R** = child has responded to verbal feedback

**SP** = Spelling mistakes. These should:

- ✓ Be underlined by the teacher and written at the end of the piece of work following the letters SP.
- ✓ Be written out 3 times correctly by the child before starting the next lesson. **Look, Cover, Write, Check** approach to be used.
- ✓ Be carefully selected by the adult and there should be no more than 3 incorrect spellings identified in this way per piece of work.

Each entry into a Reading Record should include:

- ✓ Date
- ✓ Title of book.
- ✓ Pages read.
- ✓ A brief one sentence comment if appropriate.
- ✓ Up to 3 words (may not be any) to re-read before reading on, written by the adult with sound buttons if appropriate.
- ✓ Initials of adult.
- ✓ Stamp to be used if read with an adult in school.

Notes:

- Marking is done in blue or black pen.
- Work is dated.
- Learning objectives at the top on the label for Maths and English or as the key question for Foundation Subjects.

- Marking relates to the objective.
- Children's work should be well-presented and in Key Stage 2 completed using a suitable joined up handwriting style unless an SEND need has been identified.

### **Inclusion and Equality**

In line with our duties under the Equality Act (2010) and as set out in our Equality Policy we are committed to providing a teaching environment conducive to learning. Everybody is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Policy Monitoring and Review**

This policy will be reviewed following the school's 3-year cycle routine or when there are any changes to the statutory guidance that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of the school.

**Policy produced by ..Aidan Blackburn..... Date: 18.05.2023.**

**Approved by (Chair of Governors): ..... Date : .....**

**Review Date: September 2025**

*If you need further copies of this document, or would like the document in another format, such as enlarged print, audio tape or another language, please contact the School Bursar at the school.*

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