



Marking Policy

June 2023

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
HEADTEACHER	N.A. Green	
ASSESSMENT LEADER	J. Ivers	
ASSESSMENT LINK GOVERNOR	M. Burdett	

This Policy was ratified on: _____

Date of next review: Autumn 2027

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Good marking will enable pupils to make progress and provide them with a “growth mindset”. They must believe that by working they’re getting smarter.

1. Aims

Policy aims:

- Provide clear guidance on our approach to marking.
- Establish consistent and coherent approach to marking.

Marking aims:

To enable:

- Teachers and Teaching Assistants to provide timely, quality feedback to pupils to enable all pupils to make progress
- Teachers to make accurate assessments of pupils attainment
- Teachers to plan the next steps
- Pupils to be aware of their next steps, what they do well and what they need to improve on.

2. Marking Objectives

- Mark using the annotation as given in appendix 1
- Mark against the success criteria shared with the pupils
- Be consistent across all classes, year groups, subjects and pieces of work
- Give time for pupils to reflect on marking both verbal and written
- Mark alongside the pupil whenever possible
- Pupils to know and understand the marking system
- Teachers to evaluate individual progress
- Teachers to assess the effectiveness of their teaching
- Not deface the pupil’s work
- Mark achievements and effort

3. Equal opportunities

This Policy reflects the school policy on equal opportunities where all children, irrespective of race, disability, sex, religion or belief, gender reassignment or sexual orientation have an equal entitlement to receive a quality of education, covering the full extent of the curriculum.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.

4. Processes

Four types of marking and feedback occur during teaching and learning:

1. Teachers' well considered verbal intervention to prompt deeper thinking and swiftly address misconceptions.
2. Light marking of work acknowledging and recognising attainment and/or progress of work with symbols as set in appendix 1.
3. Developmental marking where a response from the pupil is required. This will mostly be applicable for Year 2 pupils.
4. Self-assessment and peer assessment against success criteria.

5. Non-negotiable Procedures for Marking

All marking is carried out in purple or green pen. Purple indicates what the child has done well and green for areas that are incorrect, need consolidation and when a response is required from the pupil. Teachers will ensure there are more positive purple comments than green.

Marking will not deface pupils' work.

Stickers with success criteria are stuck in books after the work has been completed so that it does not scaffold work.

Work will be marked at the point of teaching whenever possible or as soon as is possible after the work is completed.

Annotation will be simple so that it is understood by the pupil using the symbols in appendix 1.

NB Appendix 1 is a working document and some symbols may change, be added or removed.

Bibliography

Eliminating unnecessary workload around marking: DfE March 2016

Eliminating unnecessary workload around planning and teaching resources DfE March 2016

Eliminating unnecessary workload associated with data management DfE march 2016

Making Good Progress? The future of Assessment for Learning D Chrostodoulou 2016

Appendix 1









Reward system

Rewards must be used not only for excellent work but for the effort given. We use a range of rewards:

- Verbal praise
- Stickers
- Stamps
- Smiley faces
- Stars
- Book of honour
- Gestures e.g. thumbs up
- Celebration assembly
- Prizes and certificates
- Class dojo points
- Display
- Sharing with others

Annotation

The symbols below are for use on stickers or written by an adult.

Symbols for writing		
Reception		
ABC	Capital letters	
●	Full stops	
	Finger spaces	
↓	sit writing on the line	
abc	correct letter formation	
	use phonics to sound words	
Additional Year 1		
b d f h k l t g j p q y	correct letter sizes	
Additional for Year 2		
? ! ‘	questions marked correctly exclamation for effect and/or exclamation sentence commas in lists	
 ??	does it make sense	
	good word choices	
	range of conjunctions	
	spell words correctly	
Additional for Year 2 greater depth		
? ! , . ‘	full range of punctuation: exclamation marks, question marks, capital letters, full stops, commas in lists and apostrophes for possession and omission.	
	precise vocabulary: from books and thesaurus	
was/is -ed -ing	past, present and progressive verbs	
-ful -less -ly 	use and spell words with suffixes correctly	
<i>joins</i>	join writing	
Generic symbols		
L.I.√	L.I. achieved (√√ - well achieved) Predominantly used in foundation subject marking	
√	Correct	
•	Incorrect work/Work to be checked	
√c	Corrected work	
√sc	Self-corrected work	
VF	Verbal feedback	
AS	Adult support given throughout work time	NB If there is no symbol then the work has been completed independently. (I) May be used
SS	Some adult support given throughout work time	
GW	Guided work	