



## **Marking Policy 2024**

<b>Date Issued:</b>	<b>May 2024</b>
<b>Prepared by:</b>	<b>Deputy Head Teacher</b>
<b>Review date:</b>	<b>May 2026</b>
<b>Date Adopted by Governing Body:</b>	

## **RATIONALE**

We believe that children have the right to have a response to their work in a positive and useful manner whether in written or verbal form.

Our policy has been written to ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages.

Our Marking Policy is accompanied by a marking code which is displayed and utilised in each classroom.

## **PURPOSE**

The purpose of marking is:

- to recognise those areas of school work that are good and to improve upon them;
- a means of giving encouragement towards producing work at an acceptable, yet challenging level;
- to indicate to children what happens next and what improvements can be made to ensure progression;
- to check for standards, individually, and within the class;
- to determine whether a child can work within set time limits or targets;
- to ensure children are progressing adequately within the National Curriculum.

## **PRINCIPLES**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback. For this reason:

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children;
- The marking of children's work, either written or verbal, should be regular and frequent;
- Teachers should look for strengths before identifying improvements when marking work;
- Marking should be linked to learning intentions/success criteria/targets;
- Marking procedures and marking standards should be consistently applied across the school;
- The marking criteria/code should be displayed in each classroom and explained to the children regularly and children should understand the meaning of the marks/markings they receive;
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and other's work (where appropriate according to age and ability), to make improvement suggestions and to act upon the suggestions made;
- Information for parents should be given by the school and feedback (alongside targets) is provided to parents via consultation evenings.

## **GUIDELINES**

The following procedures for correcting and improving children's work should be implemented by all staff:

- Teachers mark all work in green ink.
- Feedback and marking needs to be oral and/or written according to the ability of the child;
- Where appropriate, work should be corrected according to the subject being taught e.g. in a piece of Science work, correct the Science as well as the relevant English content;
- When correcting a piece of work, follow the procedures on the marking code;
- If children make first draft copies of their work, after it has been corrected, originals should be kept to show the child's true progress;

- Where appropriate, effective feedback needs planned time for children to make improvements/ response. It is most powerful when included in the fabric of a lesson (e.g. after 10 minutes, look for a success, after another 5 minutes look for an improvement etc.);
- Children should be given positive feedback on each piece of writing so that they are aware of what they have done well as well as areas for development (Two stars and a wish).
- Where appropriate, a brief improvement suggestion should be made, following the format of a scaffold, example or a reminder prompt. This comment should be informative (i.e. not just good, excellent, etc.) and linked to the learning intention/success criteria.

### **Self Evaluation/Peer Assessment**

- Children should be trained in the process of self-evaluation/peer assessment (where appropriate), looking for success measured against criteria and suggesting improvements. (“Two stars and a wish”);
- Children and staff should agree some acceptable ground rules of response partner/peer assessment/feedback work to safeguard self-esteem;
- Feedback/peer assessment can be oral or written according to the ability of the child. KS1 children will draw a smiley face next to a sentence they like on their peer’s work. KS2 children will evaluate their own work by adding “I like”, “next time, I will...statements to their own work. They will also be given the opportunity to do the same with their peer’s work and will sign their comments;
- As children move through school, they should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions;
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher;
- In Key Stage One and Key Stage Two, the children will use thumbs up, thumbs in the middle, thumbs down to show their understanding on a topic/activity.

### **The Marking of Extended Writing**

#### **Early Years**

- As children begin to extend their writing and when they are ready, the marking code will be applied to help show the child what they have done well and what they need to do to improve their work.
- Most of EY child-initiated work is captured on Evidence Me.
- The work seen in books will mostly be teacher led and teachers use T or TA , showing they have worked with an adult, I to show work has been completed independently , CI to indicate it was child initiated work. Sometimes teachers add further comments on work where appropriate.
- Teachers also add the following: OA for objective achieved, FW for further work

#### **Key Stage One**

- In Key Stage One, the teacher needs to use the marking code to help mark a child’s piece of work;
- Each teacher gives positive comments at the end of every piece of extended writing, focussing on the learning objective/success criteria given at the beginning of the writing process.
- Due to the age of the children, the marking in Year 1 will be slightly different to that in Year Two.  
**Year One:** The children will receive two stars to show what they have done well in their writing and a wish will be written at the top of each new piece of work to show the child what they personally need to improve on from last time. This will act as a target for that piece of work.  
**Year Two:** At the start of Year 2, each child will receive a sticker at the start of their work showing the success criteria checklist for that piece of work. This will act as a reminder to help children achieve the success criteria and will be used by the children to self-assess their work. After they have finished their work, the children have to tick the success criteria that they think they have achieved. The teacher will refer to this in their marking and highlight each criteria that is achieved. Another sticker will be stuck at the top of each new piece of work to show the child what they personally need to improve on from last time. This will act as a target for that piece of work.

After Christmas, the marking will change for Year 2 as they become more independent and as they approach statutory assessment. The teacher's marking will focus on corrections the children need to find and amend themselves in order to demonstrate they can self-correct and edit their work.

- Teachers will use the marking code to mark a piece of work (see Durham Lane Marking Code in the appendix). All marking will be completed in green ink.
- The children must be given time to respond to the teacher's marking. They will make any corrections using a purple pen (unless they are completely rewriting a large chunk of text).
- Marking will be explained verbally for any child who is unable to read the comments for themselves.

### **Key Stage Two**

- In Key Stage Two, the teacher needs to use the marking code to help mark a child's piece of work;
- Each teacher gives positive comments at the end of every piece of extended writing, focussing on the learning objective/success criteria given at the beginning of the writing process. This will be given in the form of 'stars'. This may be written in their books at the end of their piece of writing or may be given in the form of typed stickers;
- The teacher also gives a point for development so the child knows what they need to improve upon. This will be given in the form of a 'wish'. Again, this may be written in their books at the end of their piece of writing or may be given in the form of typed stickers;
- During lessons, where possible, teachers will give verbal feedback to children and will then indicate this on books using VF and a VERY brief record of what was discussed.
- Although we don't wish to discourage children by underlining every spelling mistake, key words and words which the children should know, will be underlined (see Key Stage Two marking code);
- The children must be given time to respond to the teacher's marking. They will correct their spellings by writing it above their mistake or in the margin. Other corrections, such as punctuation errors, will be corrected in a purple pen so that corrections are obvious to see;
- When a child has received TA or teacher support, this must be indicated at the top of their work by adding TA or T;
- If a child regularly needs support, I can be added to their work to show that their work has been completed independently.
- At the end of the piece of work, teachers add OA (objective achieved) or FW (further work needed).
- In topic books, OA or FW will be added- comments do not usually need to be added unless a child has either clearly misunderstood the learning objective;
- As children move through KS2, they are encouraged to edit their own work more and more frequently as well as being asked to recognise their own mistakes. Teachers may signpost the children (particularly the more able and especially the Y6 pupils) towards errors in their work, but will not directly point out their errors e.g. the teacher may ask the pupil to check through a paragraph for spelling mistakes by adding SP to their work or to check their work for missing:

commas – MC

apostrophes – MAp

full stops - MFS.

It is intended that this will enable the pupils to take a more active role in editing and correcting their own work independently.

### **The Marking of Maths**

- The teacher will put a tick against a child's work if it is correct and a cross if it is wrong.
- Children are discouraged from using a rubber to make corrections, unless they notice their own mistake before having it marked: instead pupils will use a purple pen to do their corrections and must be given time to do this, as appropriate.
- Children will be encouraged to show their working out (where appropriate) at the bottom or side of the page.
- When marking work, teachers will (as appropriate) provide a challenge for those children who have got all their answers correct. This may be in the form of a problem-solving activity or piece of work based on similar skills.

## **ASSESSMENT LINKED TO MARKING**

- Before a piece of work is undertaken, teachers must refer to the appropriate progression sheets in order to plan effectively;

When a teacher has marked a piece of writing/maths work, they will refer to the progression sheets, which are in the children's books, dotting/highlighting any objectives achieved in the correct colour; dates will also be added each time (see Assessment Policy). Teachers dot and date the objectives. When the teacher is confident that the objective is fully understood, the teacher will highlight the sheet using the appropriate coloured highlighter pen. Teachers will highlight in orange during the Autumn Term, green in the Spring Term and yellow in the Summer Term.

## **MONITORING AND EVALUATION**

The Leadership Team will regularly review samples of work from each class, alongside the progression sheets, to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment;
- Consistency in teacher's marking across the school and between year groups;
- Consistency in the use of our progression sheets.

## **EQUAL OPPORTUNITIES**

The Marking Policy encourages the practice of inclusion for all.

## **REVIEW OF POLICY**

The policy will be reviewed biannually.

**The date of the next annual review will be Summer 2026**

### **Changes from 2017:**

Pg 1 changed from new National Curriculum- new removed  
Pg 1 progression sheets sent out at end of year- added  
Pg 2 relevant English curriculum- relevant added  
Pg 2 golden rules changed to acceptable ground rules  
Pg 2 last bullet point from EY removed  
Pg3 last bullet point in KS1 added  
Pg 3 last bullet point in KS2 added

### **Changes from 2019:**

Pg 2 Added- for this reason  
Pg 2 Added –where appropriate according to age and ability  
Pg 2 Removed- our updated progression sheets sent out at the end of the year.  
Pg 2 Added- Teachers mark all work in green ink.  
Pg 3 Added- Children should be given positive feedback on each piece of writing so that they are aware of what they have done well as well as areas for development (Two stars and a wish).  
Pg 3 Removed - see response improvement prompts on following page.  
Pg 3 Added- and staff.  
Pg 3 Changed order of sentence “as children begin to extend their writing, the marking code will be applied to help show the child what they have done well and what they need to do to improve their work.”

### **Changes from 2021:**


Pg 2- removed progression sheets will be handed out at parents’ evenings  
Pg 2 added- teachers mark in green ink  
Pg 3 added KS2 do thumbs up approach  
Pg 3 changed the colour coding on EY marking  
Pg 3 added Most of EY child initiated work, is captured on Evidence Me.  
The work seen in books will mostly be teacher led and teachers use T or TA , showing they have worked with an adult, I to show work has been completed independently , CI to indicate it was child initiated work.  
Sometimes teachers add further comments on work where appropriate.  
Pgs 3 and 4: KS1 marking is now split into Y1 and Y2 for more clarity.  
Pg 4- added about use of stickers in KS2  
Pg 4 Added about using I to show independent work  
Pg 4 added putting OA/FW in topic books  
Pg 6 changed some of marking code Map and MFS


### **Changes in 2024**


Pg 3 removed-. As in KS1, the children will be introduced to different symbols so that they understand what feedback they have been given (See symbols on page 8).  
Pg 3 removed- The teacher will stick a sticker next to each star to show the child what they have achieved. (See ‘Key Stage One Guide to Symbols’ appendix for more information on the stickers).  
Marking code for KS1 has been modified to reflect what is taught.  
Key Stage One symbols have been removed  
Pg 4 removed- In maths throughout the school, we use a traffic light system to show the children’s understanding. They draw a red, orange or green circle next to their learning objective to indicate their understanding of the activity.


# Key Stage One


## Durham Lane Marking Code


 You have made a spelling mistake. Please correct it above your mistake or in the margin.


 You have spelt this word wrong before.

 This part of your spelling is incorrect. Please correct it above your mistake.

 You have used the wrong word – think again.

 The teacher has corrected your work.

 You have used wrong or missing punctuation.

 You don't need this punctuation here.

 You have missed a word out

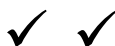
some times You don't need a space in this word.



aswell You need a space between these two words.



New paragraph needed.

 Excellent example of a word, phrase, clause, sentence.

FW Further work needed (at the bottom of the work).

OA Objective achieved (at the bottom of the work).

MFS Missing full stop

TA or T Teaching assistant or Teacher support given (at the top of the work).














VF Verbal feedback given (with short synopsis of what that consisted of)



Children's self-assessment.

# Key Stage Two

## Durham Lane Marking Code

	You have made a spelling mistake. Please correct it above your mistake or in the margin.
	You have spelt this word wrong before.
	This part of your spelling is incorrect. Please correct it above your mistake.
	You have used the wrong word – think again.
	The teacher has corrected your work.
	You have used wrong or missing punctuation.
	You don't need this punctuation here.
	You have missed a word out
some times 	You don't need a space in this word.
aswell 	You need a space between these two words.
	New paragraph needed.
	Excellent example of a word, phrase, clause, sentence.
FW	Further work needed (at the bottom of the work).
OA	Objective achieved (at the bottom of the work).
MC	Missing comma
MAP	Missing apostrophe
MFS	Missing full stop
TA or T	Teaching assistant or Teacher support given (at the top of the work).
VF	Verbal feedback given (with short synopsis of what that consisted of)
	Children's self-assessment.