



Foxton Primary School

## Marking Policy

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Date:	April 2021
Reviewed by:	Stephen Atkinson & Carole Davies
Next Review date:	April 2022
Signed:	

## **Rationale**

Effective feedback (verbal or written) is essential in order for pupils to move forward with their learning. The marking of pupil's work is therefore an important part of this process. This policy sets out how staff at Foxton Primary School intend to ensure that marking and feedback are an integral part of our assessment procedures.

### **Effective feedback should:**

- Be routine in every lesson - sometimes as a whole class, differentiated in small groups or individually
- Encourage pupils to strive to improve by using praise and suggesting next steps to edit or improve future work

## **Marking Procedures**

The purpose is to move learning forward whilst at the same time offering evidence to be used for assessment and monitoring purposes. In addition, marking can help parents to understand strengths and weaknesses in their children's work.

Staff should:

- Use green pen
- As far as possible, mark daily or when a piece of work is completed
- Use the marking code
- Use stamps to focus on reminders for individuals (KS1)
- Use feedback from marking to inform future targets and planning
- Use marking to relate to a clear learning objective
- Use comments or prompt questions as Next Steps (NS) using language and handwriting that the child can read.
- Write comments aimed at developing learning by using a reminder, scaffolding or using example prompts.
- Use verbal feedback (VF) to evidence pupil:teacher conversations
- Ensure that time is given for children to reflect on marking and then edit/improve their work.
- Encourage self and or peer assessment using an age appropriate check list, and rainbow sentences to highlight word classes

In addition, marking may refer to other features such as presentation or previously embedded learning such as key spellings.

 **Correct/correctly completed**



**Objective met well**



**Have another go**

**VF**

**Verbal feedback given**

**NS**

**Next steps**



**Improve presentation**

**SP**

**spelling to be corrected**

**=**

**double underline to highlight errors in punctuation or grammar**

**AS**

**adult support**

**CIL**

**child initiated learning**

**PS**

**peer support**

**I**

**independent**

**FSCL Full stops and capital letters**

**G**

**Group work**