



Foxton Primary School

## Marking Policy

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Date:	January 2025
Reviewed by:	Lynne Brooks & Janet Muir
Next Review date:	January 2027

## **Rationale**

Effective feedback, whether it is verbal, or written in the form of marking, is essential in order for pupils to move forward with their learning. 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.

We aim to provide a system of marking that is consistent and continuous throughout our school. Marking will inform planning and can enhance children's learning by offering guidance on how work can be improved. Children can self-assess their writing and recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

### **Effective marking 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
- Show work is valued and demonstrate appreciation of children's effort
- Evaluate and assess children's learning and inform future planning and learning.

### **Marking Procedures**

During the lesson children are encouraged to evaluate their own work before marking, taking into consideration the learning objective (LO) and any previously individually set targets in their books. Written work will be assessed and marked against these criteria.

Marking should 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:-**

- As far as possible, mark daily or when a piece of work is completed
- Use green pen to mark
- 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, success criteria and the child's attainments

- 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  
As far as possible, time will be spent with the child to ensure they understand the comments and the targets set.
- Marking may refer to other features such as presentation or previously embedded learning such as key spellings.
- Teachers' writing should be neat and legible and follow handwriting guidelines.

### Self-assessment

Children should become self-motivated learners and will be encouraged to continuously look to improve and challenge themselves.

In KS1 and LKS2 children will tick the relevant “thumbs up / thumbs down” icon on the learning objective or stamp and in UKS2 will tick 1, 2 or 3 on the learning objective to show their understanding and confidence of the topic taught. This will allow children to inform the teacher how well they believe they achieved the learning objective.



**1 or thumb down** - I have not attained many of the success criteria and would like support



**2 or thumb horizontal** - I have attained enough of the success criteria to build on my understanding- child to say what it is they would like to look at



**3 or thumb up** - I have attained most, if not all the success criteria

### SIT (Self Improvement Time) for editing and reflecting

Children will be given sufficient time each week to respond to marking and next steps. This is SIT or Self Improvement Time. During this time they will be encouraged to:-

- Reflect on marking and then edit or improve their work.
- Self / peer assess
- Take the opportunity to correct, practise or recognise how to further their understanding.

	Correct, correctly completed or Learning Objective (LO) met
	Well done
.	Have another try (Maths)
	Verbal feedback given
	Next steps
	Spelling to be corrected (in KS1 word to be underline)
	Punctuation (area of missing punctuation to be underlined)
green highlighter	Text to be edited
	adult support
	1 adult supporting 1 child (1:2 and so on)
	Group work
	Independent
	child initiated learning