



Sunnybrow Primary School

Marking Policy

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Rationale

To ensure that all children receive frequent feedback on their work in such a way that it is likely to improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for regular self-assessment.

These principles are based on “assessment for learning” as outlined in the Assessment Policy document. This policy will ensure a greater consistency in the way that children's work at Sunnybrow Primary is marked.

Principles

1. Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
2. Whenever appropriate/possible, teachers should provide verbal feedback to the children.
3. Feedback on work should be regular and frequent.
4. Marking and feedback should not confuse attainment with achievement. The emphasis in marking should be on a child's achievement and progress towards achieving the learning outcome for the lesson.
5. Teachers should look for strengths before identifying weaknesses when marking.
6. Feedback must be linked to the specific learning objective and success criteria identified for a lesson.
7. Teachers should look for opportunities to provide positive public feedback to children highlighting work which demonstrates high achievement for some children.
8. Marking and feedback procedures and standards should be consistently applied across both key stages.
9. The learning objectives and success criteria will be made visible to the children at the beginning of each lesson. The children should know that their work will be marked with these in mind.
10. Marking practices/ procedures are in line with the Sunnybrow overall policy on Assessment, Recording and Reporting achievement, and in keeping with the wide range of ways in which we celebrate our children's achievements.
11. Marks are used to inform teacher judgements concerning the progress of individual children and to inform teacher records and reports.
12. Further guidance may be found in individual curriculum guidelines.

General guidelines

The following agreed procedures for marking children's work should be implemented by all staff where appropriate:

- a) During lessons, teacher's must use formative assessment to ensure the pace and progression of learning is appropriate for all children. Further practise and guided support should be provided for children who are finding it difficult to achieve the learning objective. For children who are quickly grasping the intended outcome, they should be provided with challenge and extension so they can apply their learning in a range of different contexts and work at a greater depth of learning.
- b) Teacher observations from looking at the pupil books and monitoring during the lesson should be recorded on an English or Maths Marking Crib Sheet. Misconceptions should be noted so they can be addressed in the next lesson. Next steps or support should also be noted as should any children who require more challenge.
- c) Feedback should be provided as soon as possible after completion, preferably in the presence of the child.
- d) Feedback should be given according to the curriculum focus i.e. in a piece of Science work it is the Science content that is the focus and not merely the English.
- e) There may be occasions where it is more appropriate to pose a question / challenge for the pupil to make a response to rather than make a correction.
- f) Teachers should build time into lessons to allow children to spend some time reflecting on feedback and also acting upon them i.e. improving or rewriting.
- g) In KS2 self-evaluation of written work is to be encouraged, where appropriate, as well as paired marking by the children. This should be carried out with regard to the learning objectives/ success criteria shown at the onset of the lesson. Year 2 children should begin to develop self-assessment when appropriate.

English

As well as the general guidelines/ principles, the following should be adhered to, particularly with regard to writing.

1. Symbols should be used to inform children of any changes they may have to make to improve their piece of work. These may be used for the purposes of redrafting or purely for information so that the child knows how to improve their work next time. In Year 6, there should be less reliance on this and children should be encouraged to identify their own corrections.
2. Pieces of extended writing should be marked thoroughly. Each child will have a writing target sheet in the front of their books which can be pulled out and made visible when they are writing. Current targets will be highlighted with a red dot.
3. Teacher's must highlight in green where children have demonstrated specific evidence in their writing of achieving aspects of the lesson's success criteria and individual targets. There should be a written comment which invites the children to make improvements to their writing. This could be via a scaffolding challenge. Next steps could also be identified.
4. In shorter pieces of work, the learning objective will be highlighted in green if it has been met. By doing this, the children will know that they have successfully achieved the success criteria for that lesson. A next step will be identified if appropriate.
5. If an objective has not been met, a brief comment or verbal feedback will be provided in relation to the misconception or error, clearly outlining which aspects of the success criteria a child has not achieved. There will be planned opportunities to address these by using either a plenary within the lesson, as a short 'intervention' post-lesson with a Teaching Assistant, or as part of the main teaching content in the lesson the following day. This will be evidenced either in a child's book or on the marking crib sheet.

Marking of spellings during written work

An Sp should be used to indicate a spelling mistake that the teacher would like to be corrected by the child.

1. Teachers will ask the children to correct any spellings which they would expect a child of that age to be able to spell e.g high frequency words.
2. In KS1 and lower ability KS2, the teacher will write the correct spelling at the bottom of the work for the child to practice copying or provide a word bank/grapheme chart for the children to use to self-correct.
3. In KS2 the children will self-correct using dictionaries, word banks and grapheme charts.
4. Time for these corrections should be given at the start of the next lesson or immediately following verbal feedback in the current lesson where possible.
5. Spellings will be corrected in all subjects, not just in English.
6. Teachers may also choose to correct other spellings themselves.
7. In all subjects, subject specific vocabulary should be corrected.

Maths

As with English, as well as the general guidelines/ principles, the following should be adhered to.

1. Teachers or Teaching Assistants will check every child's book during a lesson as part of the formative assessment process. Pace and progress of learning will be appropriate-no child will be left to coast in their learning. If a child is struggling with aspects of the success criteria, they will be provided with appropriate scaffolding within the lesson to help address the error or misconception. If a child is quickly demonstrating that they have a secure understanding of the success criteria, they will be provided with a challenge or extension to allow them to apply their learning in a different context and to work at a greater depth of learning.
2. The learning objective will be highlighted in green if it has been met. A child will know that this means they have achieved all of the success criteria for that lesson.
3. If an objective has not been met, staff will either provide verbal feedback or a brief written comment that explains which aspects of the success criteria have not been achieved. Direct action will be taken to support the child in addressing errors or misconceptions. This could be a plenary within a lesson, a targeted intervention or as part of the main teaching in the lesson the next day. will be provided in relation to the misconception or error. This may take the form of modelling the correction process or method or whole class input in the next lesson.
4. Any incorrect answers must be marked with a dot. If a teacher wishes the child to repeat the question (do a correction) it will be marked with a C and the correction placed either next to the original answer or as close to it as possible. Corrections should be completed in green.
5. A next step or challenge will be identified if appropriate.
6. Staff will ensure that as much marking is done with the children as possible, throughout the lesson, so that misconceptions can be tackled as soon as they arise.

Self / Peer marking and assessment

When children are evaluating their own or others work, they should make any comments in a pencil. Self assessment of extended writing will be supported by a target grid which the teacher will stick into the children's books prior to the piece of work being undertaken. This grid will identify targets for improvement and the pupils will identify if the target has been met.

Marking codes/ symbols

The following marking codes/ symbols should be used across school to support the marking process:

VF	Verbal Feedback given
I	Work done independently
MI	Work done mostly independently
S	Work completed with teacher support
^	Missing words to be inserted
Supply	Indicates work completed with a supply teacher
//	New paragraph required
C	Correction to be made
Sp	Spelling mistake
G	Grammar error
CL	Capital letter mistake

Writing materials

Although the children will experience a wide variety of writing materials, in KS1 children should write in pencil in their workbooks. In KS2 the children will use a blue pen when ready to do so. Tipp-ex should not be used by the children.

Corrections and improvements which the children make following marking should be made in green pen.

All drawings should be completed in pencil and felt-tip pens should not be used in books.

Teachers should use red pen to mark books.

Monitoring and evaluation

Individual curriculum coordinators and/or the senior leadership team will collect work from each class on a regular basis to check the implementation of this policy. Feedback will be given to all teachers.

Its desired outcomes are for the improvement of children's learning, and greater clarity amongst both our children and parents concerning the children's achievements and progress.

Performance indicators will be:-

- a) an improvement in attainment
- b) teacher, child and parent testimony concerning the usefulness of the feedback
- c) consistency in teacher's feedback across both key stages in school and between year groups
- d) an awareness shown by the pupils of Sunnybrow as to what is expected of them.

Policy Review

This policy will be reviewed and updated on a regular basis

Signed: Claire Sim (Headteacher)

Date: 05.07.23

Reviewed: 10.06.25

29.06.26

