



Marking Policy

Date approved by the Full Governing Body: - November 2024

Date of review: - November 2026

Rational.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you to learn peacefully, protect the environment and respect other people.

- Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards and reflective learners
- Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.
- Evidence of our response to children's work can be found recorded in books and on display, but some Key Stage 1 work is practical. A great deal of verbal response, praise and explanation is given.
- We recognise that the teaching team consists of teachers, teaching assistants (TAs and SNAs) and supply teachers, although, all learning should be seen by the class teacher delivering the learning session.

The Principles That Guide the School's Approach to Marking and Feedback:

- Be manageable for the teaching team and accessible to the children.
- Work is marked on same day or next day.
- Learning is marked in **pink** and **green**. **Pink to think/Green to be seen.**
- Relate to the learning intention in Maths and all other curriculum areas.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement through green/pink pen and verbal feedback.
- Allow specific time for children to read, reflect and respond to marking where appropriate by providing feedback time.
- Respond to individual learning needs taking opportunities to mark face to face, in the moment, where appropriate.
- Inform future planning.

- Use consistent codes across the school (see attached symbols).
- Rubbers are not to be used in children’s learning except when they are writing for display or special purposes such as children with SEMH.
- Ultimately be seen by children as a positive approach to **improving their learning**.

Marking in Early Years

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Annotation of work and photographs by staff capturing the children’s voice.



Oral dialogue with children about their play, work and learning journals – This links in with our ‘learning characters’

The terms **Pink to Think** and **Green to be Seen** are orally discussed with the children.

Pink to Think and **Green to be Seen** pen colours are used in directed handwriting sessions to demonstrate correctly formed letters in the summer term.

Throughout the year, orange highlighter pen is used for letter formation practise in any directed writing task. This is discussed with the children and together additional support and practice is given.

In the summer term, some appropriate marking symbols are used to prepare the children for transition to key stage one.

 <p>Finger space</p>	<p>fs Full stop</p>
 <p>Phonic sounds</p>	

Self- Marking and Evaluation in Key Stage 1

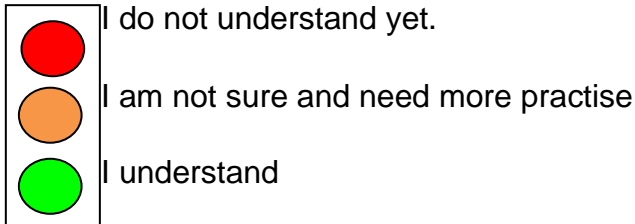
Article 13

You have the right to find out things and share what you think with other, by talking, drawing, writing or in any way unless it harms or offends other people.

Children should be given time to read and consider the marking/feedback the teacher has provided.

All children should be encouraged to self-evaluate their learning. Children may use different methods to self-evaluate their own learning such as thumbs up/thumbs down/thumbs sideways and choosing a traffic light colour from a fan. In Year 2 children will be encouraged to add a coloured pencil dot to their learning to show their self-assessed traffic light colour.

Traffic light self-assessment system



Children should be given the opportunity to evaluate their own work and that of their peers and provide suggestions for improvement. This may be by looking at a 'gallery' of their own art, writing or maths and suggesting what they like and what could be improved, use of the visualiser to view super examples of learning or those that can be improved to more formalised recording of elements of a piece of writing.

Planning and Assessment/AFL

Marking informs planning and provides information for assessment. Work will be marked and where there is evidence for completing end of year expectations these will be updated at least half termly on class tracking documents.

Teachers will then be able to see if the learning of the class can be moved forward or if additional learning opportunities need to be implemented to ensure understanding is reached.

Monitoring and Evaluation

A key aspect of the Assessment Leader's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, work sampling, moderation activities and discussions with staff and pupils, observing in lessons and providing appropriate and high quality resources.

Marking Implementation in Key Stage 1


1. All work must be marked with a tick and appropriate symbols.

- Staff must initial any marking or add their initial the subject sticker if they are not the usual teacher in that class.
- Marking will be used to show THINK PINK and GREEN IS SEEN.
- GREEN IS SEEN - A green pen will be used to show where the child has met the lesson objective and/or targets. A green pen 'cloud' with symbol can be drawn at the end of the work to celebrate what children have achieved.
- THINK PINK – where work could be improved this will be highlighted in a 'cloud' using pink pen. No more than 2 pink 'clouds' should be used on a piece of learning.
- Only age appropriate spelling errors will be indicated in pink.
- Where a spelling is not one that an adult could read this may be written above the child's word. Pink and green colour must not be used for these words.
- IN Year 1 marking will be predominantly 'in the moment. Pink pen will be used to indicate where improvements could be made with capital letters, full stops, phonic sounds, age appropriate spelling, finger spaces and letter formation.

- IN Year 2 Pink to Think time should be provided before the child begins their next English activity. The child can then reflect on their learning and correct their errors.
 - Verbal feedback for improvement can be made within each learning session or in Think to Pink time.
2. In Numeracy or science marking should be identified with a tick. If an error in calculations is noticed during 'live marking' this should be identified with a wiggly pink line, a dot or the word 'check'. Any work then corrected by the child should be marked in green or pink pen.
 3. The date should be written on all pieces of work.
 4. Marking should not be done with pencil.
 5. In the Reading Diary adults working in school must write using a red pen so that school comments are easily seen within the record. The TA should also use a red pen to write the name of the book and their initials but may use a stamp in the book instead of a comment. Teachers should always write a comment in the reading diary. Parent/adults who read with children in school should write the name of the book read and say which page number is next and write their initial in a pen other than red.
 6. When an adult scribes for a child this should be indicated eg Polly said, "I can keep my test fair by using the same size material and the same amount of water."
 7. Work can be celebrated by sharing with the class, other staff, head teacher, deputy head, parents and in Celebration Assembly.
 8. When marking spelling assessments (weekly tests) reversals of letters will be marked correct but the correct letter formation shown nearby. When marking spelling assessments for those children that find this work challenging a positive approach to spelling marking should be used and individual letters that are correct ticked above each word.
 9. Where children have read and edited their own learning then this will be noted by the teacher with the symbol s/e – self edited. In year 2 potential GDS children will edit with their writing pencil.
 10. In English there will be no WILF sticker so that children are applying all their skills to their writing rather than just the focus of the lesson. At the end of a piece of a writing task achievements will be indicated in Green to be Seen 'clouds'.


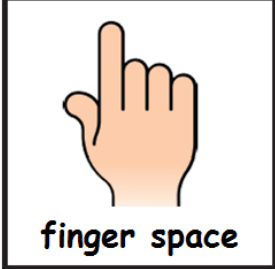
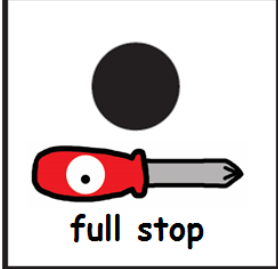
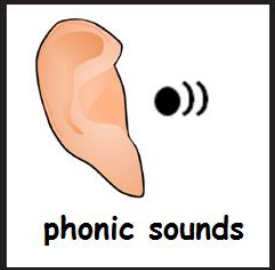

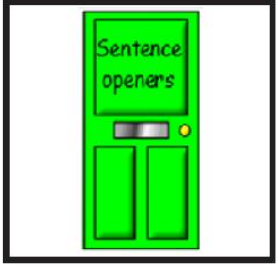
Marking Symbols

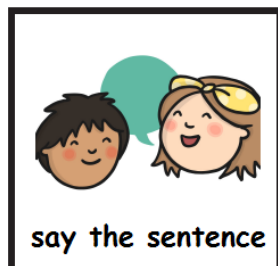
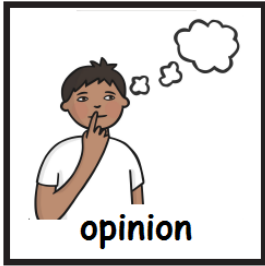
Teaching staff should use these symbols in green or pink when marking children's learning. Teachers to use symbols in a green or pink cloud to show children what they did well or what they can improve.

	finger space
fs	full stop
cl	capital letters
! ? , etc	punctuation (! ? , ' ...)

sp	spelling
the conjunction word within the cloud	conjunction
adj	adjective
adv	adverb
v	adventurous vocabulary
●))	phonic sounds
s/e	self-edited
h/w	handwriting
↓	on the line or below line or arrow up for taller letter.

Writing Symbols for Display or IWB

 <p>capital letters</p>	 <p>finger space</p>	 <p>full stop</p>
 <p>phonic sounds</p>	 <p>spelling</p>	 <p>Sentence openers</p>



wildly
quickly
angrily
adverbs

joined
writing

large tiny
shiny tall
adjectives

