



**Glendower Preparatory School**

**MARKING POLICY**  
**2021-2024**

Reviewed: February 2021  
Next Review: February 2024

# **MARKING POLICY**

## **The purpose of the policy**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

## **The need for a marking policy**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) and any other specialist teachers employed by the school.

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

Marking and feedback should:

- be manageable for the teaching team and accessible to the children
- relate to the learning objective
- involve the teaching team working with the children
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking where appropriate
- respond to individual learning needs, taking opportunities to mark face-to-face where appropriate
- inform future planning
- use consistent codes within upper school/lower school
- ultimately, be seen by children as a positive approach to improving their learning
- be completed wherever possible within 24 hours, but definitely prior to the next lesson in that subject
- be in a different colour to the pupil's writing

## **The effect of marking on attainment**

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

## **The methodology of marking children's work**

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. Mark schemes have been included in this policy as appendices.

## **Oral Feedback**

It is important for all children to have oral feedback from a member of the teaching team wherever possible. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas.

## **Summative Feedback / marking**

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

## **Formative feedback / marking**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective.

## **Marking and feedback given by members of the teaching team other than teachers**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

## **Quality Marking**

A minimum of one in every third piece of work in a subject should be quality marked. Teachers should focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

When quality-marking teachers could:

1. Read the entire piece of work.
2. Highlight up to 3 examples of where the child has met the learning objective and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
3. Spelling, punctuation and grammar need not be marked in every piece of work.
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.

All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking.

## **Marking and Feedback in the Early Years Foundation Stage**

In EYFS, marking and feedback strategies include:

- verbal praise
- stickers and stamps
- written annotations, short and narrative observations (written)
- annotation of work and photographs by staff
- children beginning to annotate their own work and pictures (self-evaluation)
- oral dialogue with children about their play, work or 'special books'

## **Children's response to the comments**

### Self-marking and evaluation

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. This may be referred to as “Green for Growth and Tickled Pink (for Target Met)”. Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

### **Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children’s workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

## **Appendices**

Subject Specific Guidance on Marking and Feedback

Suggested Mark Schemes for Upper School/Lower School

## **Subject Specific Marking and Feedback**

Within certain subjects, aspects of this policy may not apply or require further detail. Subject specific guidance can be found in individual Curriculum Policies. The following marking guidelines are included in the U/S Homework Diaries and on display in classrooms.

### **Suggested Mark Schemes**

**SP** - Spelling mistake. The word will be underlined. Check in your dictionary. Spelling mistakes of key words must be corrected.

**P** - Punctuation mistake. Look for missing capital letters or marks of punctuation such as commas, question marks or apostrophes. The most common mistake is to use a comma when you need a full stop.

**//** - New paragraph is needed. Make sure you indent the paragraph in handwritten work.

**^** - You have left out a word.

**^^** - You need to add more information to improve your work.

**\*** - See comment next to \* below.

**Eng** - You have used the wrong word, eg there instead of their or its instead of it's.

**Exp** - Ungrammatical or unacceptable expression in written work. It will be underlined like this.

**?** This part of your work is confusing or incorrect.