St. Mary's C.E. (A) Primary School

Greenfield

Marking Policy

'We enjoy learning and achieving in a Christian environment'

WHOLE SCHOOL MARKING POLICY

'A wise man will hear and increase in learning, and a man of understanding will acquire wise counsel…' Proverbs 1:5

Mission Statement
'We enjoy learning and achieving in a Christian environment'

Equality Statement
This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, and Disability.

KCSIE
This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (Continue to embed positive behaviour policy and attention to first conduct, building children's learning behaviours and resilience (latest KCSIE, DFE) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

Data Audit For This Policy					
What?	**Probable Content**	**Why?**	**Who?**	**Where?**	**When?**
Record of child's test scores	Name Test Score	Ongoing record of achievement and progress	Teachers Teaching Support Staff	Initially completed on paper then may be entered onto staff member's computer Paper version is shredded	Held on file throughout child's time at school

Data Protection Statement
The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy

All data will be handled in accordance with the school's Data Protection Policy.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Policy Statement

At Greenfield St. Mary's C.E. (A) Primary School, we understand the important role of constructive feedback, both written and verbal, to children as they learn, and the need for feedback to be focused on both successes and areas for improvement against specific learning expectations. This enables children to become reflective learners, and helps them to close the gap between what they can currently do, and what they need to do to make progress.

Policy Aims

- To create a clear, consistent system for marking and feedback of learners' work
- To ensure marking and feedback is purposeful and useful to learners

Purpose of the Policy

- To provide explicit and clear guidance to adults who mark and feedback on work
- To ensure consistency and progression throughout school via marking and feedback

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 (WALT) and Success Criteria (WILF)
- 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 marking symbols within Key Stages
- Be seen by children as a positive approach to improving their learning

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

Responsibilities of class teachers

At St. Mary's we believe that all class teachers need to:

- Ensure that all class learning and home learning is marked regularly, according to the School's Marking Policy
- Keep a record of marks and progress where appropriate
  - For example: spelling and times tables records; progress towards end of year expectations
- Explain the marking and assessment system to the pupils
- Ensure that marking and assessment information informs future planning
- Share Learning Objectives with learners
  - Teachers share learning objectives with children during lessons, through the use of WALT (*We Are Learning To*) and WILF (*What I Am Looking For*). These may be verbal or written depending on the class and lesson situation.

How Do We Mark Children's Work?

Where possible, children's work is marked "on the go" in class, in order that feedback is immediate and has the greatest impact on progress. However, where this proves impractical, work is marked after a lesson so that assessment can be made, feedback can be given, and future planning can be amended accordingly.

Effective marking in school takes place in a range of different formats as below:

Highlighting
A system of highlighting is used that relates to WILF (*What I Am Looking For*), as follows:

- Yellow: '*Yippee Yellow*' – where there is clear evidence of progress against the WILF; evidence of meeting, or exceeding, year group expectations or independent corrections have been made.
- Green: '*Green for Growth*' – where there are corrections and improvements that need to be made by the learner, this includes spellings. Learners will complete corrections/improvements in their **purple 'polishing' pen**.

Highlighting should be focused; it is neither appropriate, nor necessary, to highlight every error in a piece of work.

A piece of work which achieves the WALT for the task will be highlighted in Yellow next to the WALT, so that learners can see they have achieved.

Written feedback
Whilst we believe instant, verbal feedback will often be most effective for the majority of children, written feedback can also be given in books where it is age appropriate to do so.
Written feedback should give focused praise, or clear next steps, based on the learning objectives of the work.

Appropriate, specific, Key Stage symbols (as set out in the Key Stage Marking Prompts - see Appendices) are also used for a range of purposes, such as identifying where a child has been supported in their learning, or where verbal feedback has been given. Pupils are clear about what the symbols represent.

Action Time
Action Time is a time given for learners to respond to feedback and to answer questions/complete additional tasks related to their work. This can be used to clarify understanding, to provide additional practice, or to stretch and challenge learners. Actions may be applicable for whole classes, groups of learners, or individuals, depending on the Action required. Actions will be completed by learners in their **purple 'polishing' pen**.

Action Time will take place, at the start of the morning/afternoon, or at the beginning of the relevant lesson, as appropriate to the Actions given, the children involved and the timetabling of the class.

- Key Stage 1 & 2
    - Within written marking, a green circle with an A in the middle indicates an action to be completed - details of the action will be recorded or given verbally by the adult who has marked the child's work. Each child will have opportunities to participate in "Action Time" across a range of subjects.

- Reception
    - Within written marking, a green circle with an A in the middle indicates an action to be completed - details of the action given verbally by the adult who has marked the child's work, and Actions will be carried out with verbal feedback from the adult.

Verbal Feedback
We recognise the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the WALT and WILF, and then question the child about a specific part of the work. This may be to correct a child's understanding or to deepen learning. The work will then be annotated with the letter V, as per the marking symbols.

Verbal feedback is particularly important for younger learners in school, who may not be able to confidently read written feedback, but is also a powerful and immediate tool for learners of all ages.

Verbal feedback can be given to whole classes, groups of learners, or individuals, as appropriate. Verbal feedback to the whole class, or in groups, may involve looking at examples of work to discuss how they have met the learning objectives.

Self-Assessment and Peer-Assessment
Learners are encouraged to self-assess by identifying their successes and looking for improvement. Some lessons will include a self-assessment criterion for learners to tick off when they think they have achieved an element of their work. The Plenary of a lesson may then focus on this process as a way of analysing learning. Children make use of their **purple 'polishing' pen** to evaluate and edit their work. This process will sometimes be undertaken whilst looking at a peer's work in order to develop discussion and reflection about learning.

Monitoring and Evaluating this Policy
This policy will be monitored through further consultation with staff and through planned reviews.

Children's workbooks will be monitored by the Senior Leadership Team and Subject Leaders, with written and verbal feedback given to individual members of staff, in line with the Monitoring and Self Evaluation Policy.

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.

Signed: Lety Alterno Date: September 2024

Chair of Curriculum and Policy Committee To be reviewed: Annually

Key Stage 1 Marking Prompt Sheet

These are the symbols you will see in your books to tell you about your learning.

	This is excellent work. You have made progress/achieved an expectation achieved/achieved the WALT
	You have work to improve, correct or edit
A	Action required
✓	Good work/correct answer
V	Verbal feedback given
S	Support given
I	Independent work
CP	Work completed in continuous provision
FT	Focused tasks

Key Stage 2 Marking Prompt Sheet

These are the symbols you will see in your books to tell you about your learning.

	This is excellent work. You have made progress/achieved an expectation achieved/achieved the WALT
	You have work to improve, correct or edit
A	Action required
✓	Good work/correct answer
V	Verbal feedback given
S	Support given
I	Independent work