Whartons Primary School Marking Policy

Date of Policy:	January 2025
Member(s) of staff Responsible:	Mr D Fisk
Review Date:	January 2026

Aim:
- To contribute to pupil achievement, self-confidence, pride and ownership of their work;
- To have consistent and manageable practices;
- To use all forms of marking and feedback to inform assessment;
- To encourage opportunities for both self and peer assessment;
- To provide feedback of a consistently high quality;
- To ensure all children value and act upon marking feedback given;
- To promote an 'active learner' where children willingly aim to improve their work following marking feedback.

Principles of marking and constructive feedback:
The key purpose of marking and feedback is to support the child in their learning journey. Marking and feedback should:
- Be in green pen (all members of staff)
- children will use a purple pen to improve their work, whether it is responding to verbal, written, or whole-class discussions/feedback
- recognise, encourage and reward the child's effort and achievement, and celebrate success;
- give clear next steps/ things to work on to improve their work or the work of other children
- be directly linked to the learning objective/success criteria;
- be meaningful to the individual child;
- be part of an ongoing dialogue with the staff and the child;
- encourage the children to reflect on their learning;
- inform assessment and future planning
- Not all marking needs to be a written comment from the teacher; most feedback will be verbal and at the time, which is most effective;
- However, there will often be simple notations or words/phrases to act as models or aide memoirs for the child – these will be in green pen (pencil may be used if it is for drawing)
- Marking is given in a variety of forms and is centred around what will be the most effective for that child/make the most progress at that time.
- There should be no expectation that every piece of work has a written comment by the teacher.

A positive attitude will be created at all times in open discussions. In order to encourage and avoid any possible damage to a child's confidence, teachers will avoid marking every single mistake; instead, teachers will select the most relevant mistakes for the child's future reference. Marking should be sensitive to the needs of the child.

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children. Marking should encourage children; therefore, teacher response is very important. Marking should help pupils avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the pupil. Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct. High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the child's age and development. With this in mind, there are various methods the teachers employ when marking their children's work.

Marking symbols

▬ or [ ] (pink)	This is a good thing.
▬ or [ ] (green)	This is to be improved.
⌐	My next step (Target Time)
✔	correct
∧ or ∨	missing word
wheres leeds.	Missing or incorrect punctuation
whent	Incorrect/need to check spelling
/	Start a new sentence
?	What do you mean?
Pre/post	Pre/post learning
HP	House Points

Feedback:
At The Whartons Primary School we embrace the principles of assessment for learning (AfL) which involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). One key characteristic of AfL is using marking and feedback strategies. Sharing learning objectives/questions and success criteria (as appropriate) should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

Written Feedback:
Quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Marking will provide positive feedback and promote high expectations and progress linked to the main learning objectives, their targets or the key performance indicators/objectives for their year group.

Target Time
Years 1-6 have 'Target Time':
- ✓ a session slot, usually at the beginning of lessons
- ✓ children read and respond to teachers or peer feedback, usually from the previous lesson
- ✓ children will use a purple pen to respond (pencil if appropriate for drawing)
- ✓ appropriate to age of children, the children should write 'Target Time' as a title before starting their written response to the feedback given
- ✓ during Target Time, the teacher works with a different focus group and reviews the progress from the lesson sequence as necessary, engaging in learning conversations with children about their next steps

'Tickled Pink' and 'Green for Growth'
Work across all curricular areas will be marked using green and pink highlighters where appropriate (see Marking Symbols, above). Work in pink will be examples of where the children have met the LO/SC and work in green will be areas that could be improved upon by the children. Pink and Green, like all the other marking symbols, should be used by children when peer and self-assessing their work – although this will be modelled first by the teacher to embed the process and is subject to what is age appropriate.

Next Steps
Across the curriculum, a next steps symbol will be used to identify next steps for the child's progression. This may be an up-levelled question, a question similar to the task to ensure understanding, a suggestion for improvements, a short task to re-write certain sections etc.

Target Ladders
For writing in English lessons, each child will have a 'Target Ladder' which has specific writing targets for 'Getting There' (working towards ARE), Year... (Age Related Expectations), and 'Challenge' (Greater Depth)