



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Marking Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Amanda Denney	March 2018	March 2019	March 2018
Becky Freeman/Karen	March 2019	March 2020	March 2019
SLT	March 2021	March 2022	May 2021
SLT	April 2022	April 2023	May 2022
SLT	April 2023	April 2024	May 2023

The aim of this marking policy is to teach the children how to edit and improve their work. Children will deepen their understanding by sharing good practice and making improvements to their own work.

All work will be marked or acknowledged. This can be with a tick, stamp, growth mindset comment (see Appendix 2) or coding (see Appendix 3). Verbal feedback is identified with VF, if the child has not responded in some other way e.g. purple pen.

Extended writing and whole class feedback

The learning journey in English should lead to regular extended writing tasks. These tasks should be marked using coding and against YGEs. Children will then be given opportunity to respond to marking in a purposeful way in a feedback lesson. Whole class feedback lessons need to be planned for regularly within your sequence of lessons. These need to be used during a unit of work/extended piece of writing. They can also be used for smaller pieces of writing within your learning journey. The whole class feedback proforma (see Appendix 4) will be used to support the feedback lesson and must be saved in SCA as evidence. Children may respond to marking through editing, redrafting (see Appendix 1) or through challenges/extensions. Children should be given chance to reflect on their writing in relation to YGEs and will be made aware of their individual writing target. Pink and green pen can be used (this is encouraged in EYFS/KS1 and for children with SEN) but is not a requirement (this is agreed upon within each year group/phase).

EYFS

- Verbal feedback will be given as the primary response to children's work.
- Comments may be written to support the ongoing assessment of the children.
- Children will respond to verbal or written feedback as appropriate, usually through spelling practise or overwriting.
- In the Summer term, children in EYFS are introduced to the coded marking policy (see Appendix 3) and are encouraged to respond in purple pen, where appropriate.
- Children will be made aware of their writing target verbally in the Autumn and Spring terms and with a writing target pencil in the Summer term.

KS1

- Whole class feedback sessions are to be completed weekly/fortnightly.
- Work will be marked against a success criterion, linking to YGEs. Children can self-assess their writing against the given success criteria, where appropriate. This will be evident in books.
- Children will be given the opportunity to respond to their feedback using purple pen to edit and redraft (see Appendix 1), where appropriate.
- Children will be made aware of their writing target with a writing target pencil.
- Writing challenges and extension tasks must be planned for, to provide a clear purpose and link with YGEs.
- Year 2 children will be introduced to the KS2 coded system in the Summer term, if appropriate.

KS2

- Whole class feedback lessons are to be completed x2 during shorter half terms (e.g. 5 weeks) and x3/4 during longer half terms (e.g. 6 – 8 weeks)

- YGE cards will be used to assess the children's writing. This will be shared with the children. From January Year 6 will move away from YGE and TAFs will be used for marking.
- YGEs can be numbered and referred to in feedback.
- Children will be given the opportunity to respond to their feedback using purple pen to edit and redraft (see Appendix 1), where appropriate.
- Children will be made aware of their writing target (specific to each year group) and this will be referred to.
- Writing challenges and extension tasks must be planned for, to provide a clear purpose and link with YGEs.

Maths Marking

When marking in Maths, all work must be acknowledged. This can be through verbal dialogue (indicated with VF), self or peer assessed, ticked to show correct answers or through more detailed comments where necessary.

Maths work in books should be marked and commented on by the class teacher at least once a week so that gaps in understanding and misconceptions, are spotted in a timely manner.

Marking should be purposeful, making it clear to the children where they went wrong (if all elements of a calculation are correct except one small error make that clear by circling the incorrect digit or ticking all the correct digits).

Where possible, immediate or next day intervention will be given, to allow misconceptions to be addressed immediately and teaching points applied during the same/next day. When self-marking, if a child is consistently correcting wrong answers in purple pen, or is shown to be not completing expected work in the given time, then intervention for that child will be evident in books.

Where possible immediate or next day intervention will be given, to allow misconceptions to be addressed immediately and teaching points applied during the same/next day.

Calculations correct will be marked with a tick, incorrect marked as a cross.

No more than 3 crosses in a row will be used in books. If a child has made several mistakes this should be verbally addressed, and instant intervention given.

Children should understand the meaning of the feedback they receive.

Quality time should be built into lessons for the children to reflect upon any comments written on their work or any oral feedback given and be given a chance to correct mistakes in calculations. Children should respond in purple pen.

Marking whilst home-learning

Should learning be delivered remotely, children will continue to receive feedback from adults on their learning. During live Teams calls, instant verbal feedback will be given to include positive praise, areas for development and answers for the children to self-mark their work. All work on Seesaw will be acknowledged by an adult. Depending on the work submitted this could be a

♥ and/or a comment. Adult's feedback could include positive praise, questions for the children to consider and areas for development. Children should reflect on the marking and where possible, act on questions asked and feedback to improve their work if required.

Appendix 1 an example of structure for a redraft

- The purpose of a redraft is for children to make an improvement to their writing, following on from teacher feedback, further input or modelling.
- Redrafts can be completed independently, after further feedback from the class teacher.
- Redrafts can be completed as a shared or guided write (this needs to be identified with S).
- Children need to be made aware of the specific objective to focus on within their redraft (this could relate to YGEs or focus on presentation/handwriting).
- A redraft can be a sentence, paragraph or longer extract (redrafts of a whole piece of writing are not encouraged but work can be re-written to be published).

Appendix 2 – Examples of feedback- both during and after the lesson

- ☐ Extending the gap questions (deeper learning) - Deeper
- ☐ Question prompt (e.g. where could you/how could you?) - Advanced
- ☐ Reminder prompt (remind what could be improved) - Advanced
- ☐ Scaffolded prompt (i.e. a level of support provided) – Basic

Here are some examples of comments you could use as acknowledgement that work has been read:

Well done,

Great effort

Great thought process

Great thinking

Well done, you kept going.

Well done for taking a risk

I like the way you.....

You stuck at it!

You worked hard towards your goal

What else could you do?

Some more examples of growth mindset comments –

You have really thought about this?

How did you challenge yourself with this?

Next time, find a different way to solve the problem.

You need to check your use of speech marks.

You used To help you, good strategy.

So now could you think about.....

Looking at all the changes you have made, it seems to me you have tried really hard.

What if you used a dictionary? Would that help?

You kept going – what an effort you must have made.



What connections have you made between... and

What might have hindered your learning today?

What might you have learnt that might be similar to this?

You have shown resilience.

Appendix 3 - Coding
Coding for marking EYFS and Key Stage 1

	<i>Finger Space</i>
	<i>Full stops</i>
ABC	<i>Capital letters</i>
<i>Spelling mistake</i>	<i>Teacher will underline the spelling mistake, write it out and children will copy correctly 3 times</i>
? , !	<i>Other punctuation mistakes</i>

Coding for marking will be either in the margin or under children's work.

Coding for marking will be displayed in classroom.

<i>P</i>	<i>Punctuation</i>
<i>SP</i>	<i>Spelling mistake</i>
<i>G</i>	<i>Grammar mistake</i>
^	<i>Missing word or phrase.</i>

Coding for marking for KS2

Coding will be either written in the margin or under the children's work.

Coding for marking will be displayed in classroom.





LA/SEN children in KS2 may benefit from using the EYFS/KS1 coding

Appendix 4 – Whole class feedback

Below is an example of a whole class feedback format. This can be created as a word document or in another format (e.g. IWB slides). Whole class feedback must be saved to support your assessment and records. Examples and resources are saved in SCA – English – Writing – Whole Class Feedback

Whole class feedback **must** include:

- What went well (linked to YGEs)
- Even better if (linked to YGEs)
- Reference to specific SPaG objectives
- Shout outs (shout out stickers can be used and stuck into books. Children should be given a merit if they receive a shout out)
- Clear follow up tasks (this may include guided work, shared writes, independent work or challenges)

Whole Class Feedback	
Class: Date:	Genre:
What went well? 	SPaG 
Even better if 	Shout Outs 
Next Steps 