



## **Church Broughton C of E Primary School**

### **Marking Policy**

#### **Rationale**

Church Broughton Primary School values high quality marking that helps assess children's learning and provides them with vital feedback. Marking should be made clear and meaningful to the children. It is important that they can see how much they have learnt and achieved, and what their next steps for improvement are.

#### **Marking: the objectives**

- To improve children's attainment and progress by identifying examples of success in a child's work and areas for development.
- To raise children's self-esteem by providing positive feedback and establishing an 'I can...' culture.
- To record a child's progress and inform future planning and interventions.
- To encourage self-assessment, a key step towards self-directed learning and independence.

#### **The objectives of Church Broughton's marking policy**

- To support teachers in meeting the four stated objectives of marking (above)
- To provide a consistent and progressive approach to marking and feedback throughout the school.
- Where appropriate, to encourage peer assessment as pupils have high regard for the thoughts of their peers. The language used to discuss the work is also at an appropriate level i.e. 'child speak'.
- To ensure marking expectations do not negatively impact on teachers' ability to design quality lessons or on their work-life balance.

#### **Marking Guidance**

As a school, we encourage teachers to use professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

The amount of detail in the marking is determined by:

- the purpose of the piece of work
- the child's age
- the child's reading ability
- the extent to which feedback has been provided in the lesson, e.g. during the plenary or guided group

All marking should be completed using **pink** and **green** pens; '**green for great**' and '**pink to think**' for next step comments. The teacher will highlight parts of the work in coloured pens which will help draw attention to the content of the work. They will also use visual symbols to help the child understand the different features they have used within their writing.

### **Brief Feedback**

*Brief Feedback is used in any subject. Across EYFS, KS1 and KS2 visual symbols are used as a means of clearly communicating success criteria and next steps. Children will become familiar with the symbols and therefore begin to self-assess and peer assess work. (See Appendix 1)*

### **Focused Feedback**

Focused feedback is used to mark independent writing.

- Every child should receive focused feedback in Literacy at the end of every unit of work. The timescale may therefore shift as it may vary depending on the length of a unit. Typically this will be no longer than 3 weeks. The work will be assessed referring to the taught features or using a marking ladder including the features of the text type. Teachers may use next step comments to scaffold future learning

### **Next step comments must be**

- GENERIC (i.e. NOT directly related to a single context) to ensure they can be achieved in a future lesson even if the 'topic' has changed
- CLEAR and concise (e.g. Use finger spaces; Use the connective 'although' to start a sentence)

Response time should be given to all children so they have time to read the feedback and respond.

### **Further guidance on self and peer assessment**

Children should be taught to do the following:

- assess their own learning as often as possible and appropriate using scaffolded support such as 'Toolboxes' or Marking ladders
- do this verbally with each other and also through self-marking, where appropriate
- self-assess using a happy/ straight/ sad face to indicate how well they think they have met the learning objective for that piece of learning

### **Verbal Feedback**

Feedback may be verbal through face to face dialogue with the child/children. Verbal feedback must be shown using a speech bubble (or a stamp) with a T or TA symbol to identify a teacher or teaching assistant providing the feedback. Where children's work needs to be annotated in order to be understood, the 'Pink to Think' pen should be used above the children's work. In Early years, the vast majority of feedback will be verbal: throughout the year though, children are introduced to more formal written feedback in line with KS1.

### **Marking mathematics work**

In subjects such as Mathematics, where there is a right or wrong answer, correct answers should be marked with a tick (positive) and incorrect answers with a prominent dot to show that a child needs to check.

Teachers can use their professional judgement as to where children can self-mark their work in Maths. Where this occurs, teachers should scan children's books at the end of the lesson to identify common errors/ misconceptions. These can then be addressed in the next lesson. Teachers use their professional judgement whether a child would benefit from a scaffold or a next step in their work.

**Please note:** marking should be signed / initialled by the person who has marked it if it is NOT the usual class teacher. TAs and other adults are encouraged to mark the work of children working in their group and to provide instant feedback where possible.

This policy has been reviewed on  
08.09.20 and has been impact assessed  
in the light of all other school policies  
and the Equality Act 2010

Governor Signature:

Date of Next Review: September 2023