

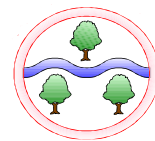
GHYLLGROVE PRIMARY SCHOOL



Marking Policy

Reviewed by the Governors: Autumn 2023

Date to be reviewed: Autumn 2026



GHYLLGROVE PRIMARY SCHOOL

Marking & Feedback Policy

- **THIS DOCUMENT** is a statement of the aims, principles and strategies for marking at Ghyllgrove Primary School.
- **IT WAS** developed through a process of consultation with teaching staff.
- **IT WAS** adopted by the Governing Body in the Autumn 2023
- **THE POLICY WILL** be reviewed in the Autumn 2026

Purposes

- To show children that their work is valued and demonstrate an appreciation of the child's effort.
- For children to know how well they have done and how they can continue to progress.
- To improve children's confidence in reviewing their own work.
- To aid curriculum planning, identifying pupils who have gaps, misconceptions or require more challenge.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

1. They are made aware of the learning intentions of tasks or lessons and of the criteria to be successful.
2. The learning needs of individual children are understood and work is matched and marked appropriately.
3. The work is marked in such a way that success is acknowledged and areas for review are highlighted.
4. Children will be given the opportunity to assess their own and others learning and progress through self-assessment.
5. Children are given time to reflect on feedback and use the feedback to improve or modify their work.

All Subjects

The emphasis in marking should be on both successes and improvements needed against the learning objective (WALT).

The school uses the following system to help children progress their learning in KS1 and KS2 (EYFS to follow general marking guidelines).

English – 1 star and a wish per week

Mathematics – 1 star and 1 wish per week

All work must be acknowledged and marked against the learning objective. Teachers need to plan in advance, which pieces of work will be marked using a star and a wish. This can be chosen by the teacher and the work chosen should best help the child improve.

When learning is not being marked using 1 star and a wish it will be marked against the Learning objective at the top of the page (WALT) with ✓ ✓✓ (NA) (Year 2 and KS2) and WALT ☺ (EYFS and Year 1).

Mathematics

- Tick all correct work and indicate incorrect work with a dot.
- Incorrect work should not be erased. The correcting should be written by the side or in full as appropriate.

English

Spelling, punctuation, grammar etc will not be marked in every piece of writing, because children cannot effectively focus on too many things at once. However, significant basic skills errors need to be addressed with the pupil immediately (in all areas of the curriculum).

Paired /Self Marking

Children will be taught how to assess their own work independently and in pairs. Children can identify their own successes against the WALT and success criteria and identify how to improve their learning. A good example of this is using purple pen in English to edit and review their work and making corrections in their maths books.

Marking & Feedback Guidelines

- All marking to be undertaken in green pen by an adult.
- In English children will self-edit and review writing using purple pen.
- When learning is not being marked using 1 star and a wish it will be marked against the learning objective (WALT) ☺ (EYFS and Year 1) or ✓ ✓✓ or WALT (NA) under the child's work (Year 2 and KS2)
- Verbal feedback should be given regularly throughout lessons to individuals or groups of children.
- Put a green dot in maths for examples that children need to correct.
- Common exception words (KS1) that are spelt wrong will be underlined in green and these will need to be corrected by the child (max. of 2 in a lesson).
- Marking codes (below) should be used to make marking efficient.

Marking Codes

Code	What it means
VF	Verbal feedback
ABC	Capital letters
∩	Finger space
●	Maths correction
_____	Correction of spelling
O	Punctuation errors
WS	With support
😊	EYFS and KS1 WALT – Good effort
√√	Year 2 and KS2 WALT- Achieved
√	Year 2 and KS2 WALT- Partially met
NA	Year 2 and KS2 WALT- Not achieved

Quality Feedback and Marking

Immediate feedback is the most effective form of instant assessment and reflection for the child.

Feedback should:

- Refer to the learning intention of the task.
- Form the basis of a discussion between teacher and child e.g. set and review targets.
- Be oral or written, formal and informal.
- Given on an individual or group basis.

Oral Feedback

Oral feedback is the most powerful and has maximum impact when pointing out successes and improvement needs against the learning intention. Oral feedback is usually interactive and developmental. It gives reassurance or a quick check on progress. The effect of a teacher's comment will be seen in a child's response in moving on within the lesson or over a period of lessons.

Where marking with the child is not possible, feedback as soon as possible using dialogue and refer to comments made in the book.

Children should be provided with reflection time to respond to comments and make any corrections or complete any targets. They should also make comments where appropriate.

Monitoring

The monitoring of marking is undertaken by phase leaders and SLT on a regular basis during work scrutinies.

Updated October 2023

Review October 2026

Updated by Lisa Morley

Appendix 1

Book Expectations

- Children from year 2 to write the date in their books.
- Long date – English and topic books. Short date – all other subjects.
- Children from Year 2 to write learning objective for all lessons in books unless support is required.
- Year 1 and Reception to have learning objectives stuck in on word processed stickers.
- Staff to limit the number of worksheets in books. Evidence of learning can be shown in a range of ways – planning, verbal or written comment, photograph, practical workbook, display etc.
- Any worksheets or paper to be stuck must be trimmed to size not overhanging the book.
- All staff to have high expectations of presentation of children's work.
- Children to put a neat line through any errors that are made.
- Rubbers are to be used by staff and not children in Year 1 and EYFS.
- Repeat books must be labelled with correct labelling and plastic wallets swapped over.