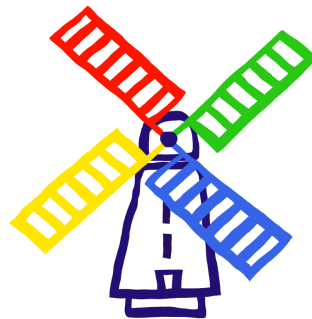


Marking Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



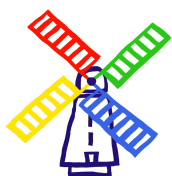
A community for learning. Raising expectations. Fulfilling high standards.

Policy Amended: **September 2024**

Policy Approved: **September 2024**

Headteacher: **Mrs Gemma Hillier**

Policy Review Date: **January 2025**



Widmer End Community Combined School & Pre-School

Marking Policy

At Widmer End, we believe that marking and feedback is vital in order for children to make progress. However, this must be done in a variety of ways in order for children to use this feedback effectively and for staff to maintain a healthy work-life balance.

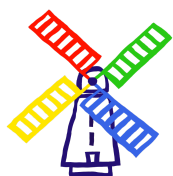
For example, teachers aim to 'live mark' books during lessons to reduce time spent marking out of working hours and children are given opportunities to mark their own work and have time to reflect on their successes and areas to improve.

The purpose of marking and feedback is to:

- ensure that teachers and parents understand where pupils are with their learning and what they need to do to improve further;
- inform interventions to make sure that pupils' progress is on track;
- support pupils' evaluation of their own learning.

The school adopts the following procedures for marking and feedback (please see appendices for marking codes used during focused marking of work):

Key Stage	Teacher expectations	Child expectations
Maths books		
1	<ul style="list-style-type: none">• Highlight the LOs• Live marking as often as possible• Pink pen: tick and dot• Plan for children to self-mark where possible• Select and record names of children who need further support. Provide this next lesson/ intervention time	<ul style="list-style-type: none">• Child to write indicator of how well they have understood; eg coloured dot/smiley face if able Write this next to LO.
2	<ul style="list-style-type: none">• Highlight the LOs• Plan for children to self-mark• Live mark as often as possible• Pink pen: tick and dot daily if above methods not used• Select and record names of children who need further support. Provide this next lesson/ intervention time	<ul style="list-style-type: none">• Child to write indicator of how well they have understood; eg coloured dot/smiley face Write this next to LO. Give children time to tackle the reflect and challenge questions



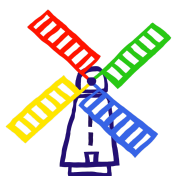
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English books		
1	<ul style="list-style-type: none"> Highlight the LOs Live marking as often as possible Pink pen and stamps for use of SC - marked daily using KS1 marking code* Printed SC grid for independent writing. Teacher to tick as they spot features included. Choose SC to reteach to whole class or groups/ individuals 	<ul style="list-style-type: none"> Child to write indicator of how well they have understood; eg coloured dot/smiley face if able Write this next to LO. After independent writing, children self-assess using SC grid.
2	<ul style="list-style-type: none"> Highlight the LOs Teacher to print off SC grid at start of drafting of text type (unless using for assessment purposes) Live marking as often as possible Tick/ stamp daily if not live marked Focus mark once a week using pink pen and KS2 marking codes* (see detail below) Choose SC to focus on next lesson as 'moving on tasks' - whole class or groups 	<ul style="list-style-type: none"> Child write smiley face as indicator next to LO Child ticks any features on the SC grid they have included after each lesson they draft their text. Can also do this with a partner. Any peer comments written on post-it notes
Non-core books		
All	<p>Teacher to highlight the LO if achieved. Minimal marking - stamp or tick Identify children needing further support and give MOT task/ intervention if necessary Comment on every double-page spread to recognise effort.</p>	<p>Respond to any feedback given and complete 'moving on task' in next lesson if set by teacher</p>

*marking codes - see appendices for existing codes (to be reviewed Summer 25)

Highlighter colours



Widmer End Community Combined School & Pre-School

Marking Policy

These colours are used to highlight objectives and on the child's written work if helpful to support children's progress:

Green - achieved

Yellow - partially achieved

Pink - not understood

Self marking/ tick and fix

Use purple pencil (YR/KS1)

Use purple pen (KS2)

Live marking

Teachers to start with SEN/PP/ key marginal groups

Use highlighter pens and/or pink pen to target key areas as you discuss child's learning

Write VF on written work as a code to indicate that this marking has been done in the lesson

When focused marking and making comments

Only write comments to praise or enable the child to progress.

When marking written work, ALWAYS pick up on technical errors/ main issues as much as possible more regularly (eg missing punctuation; spelling; paragraphing;) to enable maximum progress.

Unhelpful comments include statements such as: 'remember to use full stops' (child is not *fixing* their mistakes)

OR questions like: 'did you include capital letters?' (child will simply answer 'no' and not *fix* their mistakes)

Better to say: 'go back and add three fronted adverbials' or 'add capital letters for people's names'.

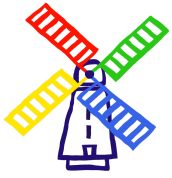
Give children time to RESPOND to comments/ marking. Use purple pencils/pens to go back and fix mistakes.

MOTs (Moving On Tasks) / reinforcement

To avoid missed learning opportunities, we ensure children are provided with reinforcement or an additional task to complete in the next lesson if they have not achieved the objective fully. If whole groups of children are not secure, they can be provided with a task coded as 'MOT 1' for example. All children will be told what this is on the board and will need to prove they have done this in the next lesson by writing 'MOT 1' and completing the task in purple pen. Teachers must plan to ensure there is enough time for the MOTs to be done in subsequent lessons.

If individual children or small groups need adult intervention to achieve the objective, teachers set this for another time (eg. straight after lunch) or during the start of the next lesson, remembering to add the code 'R' and the ratio in the margin to indicate this work has been completed.

Peer and self-assessment



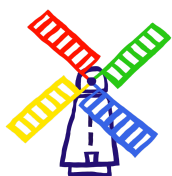
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Throughout the school, children are given opportunities to assess their own and each other's work; this encourages children to identify common mistakes and to compare their own work to that of their peers, having time to reflect on the progress they have made. At the end of each lesson, children may have the opportunity to self-assess against the learning objective and success criteria. If peer marking and making comments, do this on a post-it note.

Presentation






Dates and LOs must be written at the start of each lesson and underlined with a pencil and ruler. Work must be presented to the best of the child's ability with books showing a pride in the children's work and learning. At Widmer End, children develop a fluent, legible handwriting style and are ready to write in pen by the end of Year 4. Pencils must be used when writing in Maths books and 2 x margins drawn per page in KS2 to support good presentation of work. All headings and subheadings are underlined with a ruler. Children are taught to draw diagrams in pencil and labelled using horizontal lines drawn with a ruler.

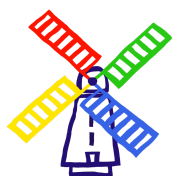


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Marking Policy



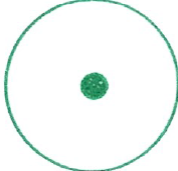




Appendix 1 - KS1 Marking code

Code:	Check:
Double Underline	A spelling mistake: write three times at the bottom of completed work (maximum 3 errors only)
Circle the letter	A missing capital letter / capital letter not needed (maximum 3 errors only)
Circle the punctuation space	Missing punctuation, not needed, incorrectly placed (maximum 3 errors only)
	Does this make sense?
^	There is a missing word
←	Write next to the margin
Green	Objective achieved
Yellow	Objective partially met
Pink	Objective not met
	Letter formation
	Presentation
	Letters sitting on the line (descenders and ascenders)
	Finger spaces



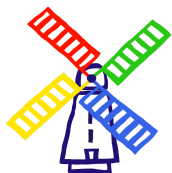
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Marking Policy

	Conjunctions
	Capital letters
	Full stops
	Read to check, proofreading, editing
	Other punctuation marks
	Fred talk, phonetically plausible attempts
	Power words

In this lesson/ intervention, I worked:

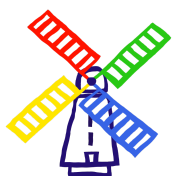
I	Independently
T	With my teacher
TA	With a TA



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Marking Policy


VF	Verbal feedback/ live marked
R	Reinforcement
CD	Class discussion
1:2	Write the ratio of adults: children in group work



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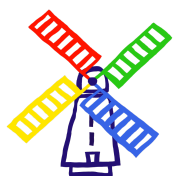
Marking Policy

Appendix 2 KS2 Marking code

Code:	Check:
<div>Green</div> <div>Yellow</div> <div>Pink</div>	Objective achieved in this session Objective partially met Objective not met
Underline (sp)	A spelling mistake: write three times at the bottom (maximum 3 spellings errors only)
Circle the letter (CL)	A missing capital letter/ too many capital letters (maximum 3 errors shown only)
Circle the punctuation (P)	Punctuation in the wrong place or not needed
Circle the punctuation space (P)	Missing punctuation
	Does this make sense? Rewrite so that it is clear
^	There is a missing word
//	Start a new paragraph
/	Leave a space
←	Write next to the margin
Tick/ arrow comments	Tick - what went well/ praise Arrow - what needs to happen next eg MOT task
Green highlighter on written work	SC achieved/ this works well
Pink highlighter on written work	Check this part/ needs improving

In this lesson I worked:

I	Independently
T	With my teacher
TA	With a TA
VF	Verbal feedback/ live marked
R	Reinforcement



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Marking Policy

CD	Class discussion
1:2	Write the ratio of adults: children in group work