



## Marking Policy

### Introduction

The following points are common to all areas of marking.

1. Be sure of the learning objectives of work set.
2. Tell the children the learning objectives/success criteria. With older children, write the objectives on the board; children will write key words or phrases from the learning objective(s) or the whole learning objective(s) at the beginning of their work. Children will record 'LO:' before the objective(s).
3. Mark to the learning objectives/success criteria.
4. Use an unobtrusive pen (blue, black or green) or pencil.
5. Give praise for individual achievement.

This may be in any of the following forms:

- i) smiley face;
  - ii) being able to show the work to another child or member of staff;
  - iii) Golden Time;
  - iv) stamps;
  - v) double ticks;
  - vi) written comment.
6. "Marks" in the form of stickers, smiley faces or Golden Time may also be given for individual aims that may not necessarily relate to the learning objective i.e. concentration on task, neatness etc.
  7. Mark in front of the child, whenever possible, in Key Stage 1. In EYFS, children self-assess using stamps after recording a word or sentence, in discussion with the class teacher.

### The Purpose of Marking

#### For the Child

Marking should:

- build on shared learning objectives/success criteria;
- show their work is valued;
- reflect the learning objective of the task;



- move the child onto the next step: 'moving on comments';
- motivate children to achieve the next step and want to improve.

#### For the Staff

Marking should:

- provide a formative assessment record;
- provide a step to the next learning objective, in teachers' planning;
- be a motivational tool for improving Wave 1 Quality First Teaching.

#### For Parents/Carers

Marking should:

- provide a measure of the achievement of their child;
- show how staff value children's contributions to lessons;
- provide help and assistance in how parents/carers can help and support their child(ren) at home.

### **Moving on Comments**

'Moving on comments' take children's learning a step further. This is where the teacher identifies a 'gap in learning' and asks the child to 'have another go and improve'. This will take place during the first 5-10 minutes of identified lessons.

#### Standard Practices Across the School

##### 1) Literacy

Once a week, children will be asked to improve a piece of writing which has been highlighted by the class teacher. This may be to improve part of a sentence, a sentence or more than one sentence. This may also include highlighted words which have been misspelt. The start of every extended writing session will begin with a moving on comment. If extended writing is not on the timetable for the week, due to other literacy activities taking place, another Literacy lesson will be identified for the moving on comment. The allocated day for moving on comments in Literacy is flexible and can be timetabled on any day from Monday – Friday.



## 2) Mathematics

If a child does not understand a mathematical concept, it is difficult to set a moving on comment when marking, as further teaching input is necessary. As a staff, we recognise the importance of 'plugging the gaps' with regards to Numeracy. This will take place weekly on a Tuesday. Class teachers will work with a child or a group(s) of children who have not understood a previously taught mathematical concept.

## 3) Science

Where relevant, children will be encouraged to reflect on their learning and move forward through creative thinking. Children will be asked to expand on their thinking through questions such as 'Why?' or 'How?', thus entering into a dialogue with the class teacher.



## Marking in EYFS

The principles of quality feedback and marking are appropriate for Foundation Stage children, although feedback is mostly oral and often during work in progress. In Foundation we endeavour to make marking as immediate and relevant as possible for individual children. Therefore, any comments are shared with the children personally and as they are doing their work and before they leave the activity. As oral feedback is so immediate, children can often respond and act on it straight away. As children in the Early Years are unable to read a written comment, these are made for teachers, staff and parents/carers whilst stickers, pictorial stamps and pictures are used to show the children any success. As well as specific written comments on the children's work, we also keep a wide range of evidence to inform our feedback and records. This includes:

- knowledge of the child;
- observations of day-to-day interactions and child initiated activities;
- group record sheets which often quote the child;
- photographs and recordings;
- information from parents/carers e.g. magic moment stars;
- the child's view of his or her learning;
- samples/drawings/written/recorded work completed by the child in child initiated and adult led activities.

### Prime Areas of Development

Any oral feedback will involve feedback on the prime areas of development as communication and language, personal, social and emotional development and physical development are fundamental, work together and support development in all other areas.

### Specific Areas of Development

#### Literacy

Early Emergent Writer:

A picture is drawn first by the child with discussion and appropriate input by the teacher. The teacher encourages the child to think about what they are going to write. The child writes before the teacher at the top of the page and follows their writing with their name. The child is encouraged to read their writing. The teacher writes the correct version of the child's writing including the child's name at the bottom of the page. If appropriate the teacher chooses one element for the child to practise and correct under their writing, e.g., letter reversals or incorrect spelling of a high frequency word. The teacher marks the work



with a smiley face/stamp/sticker to denote good work with the reason explained verbally and written to inform other adults e.g. parents/carers. Comments will focus on a learning objective based on the Letters and Sounds Programme or EYFS Framework Goals, e.g., reads writing, uses recognisable letter shapes, hears first phonemes, uses finger spaces etc.

#### Beginner Writer:

Once the children are beginning to write a sentence they will begin to mark their own work with the teacher. The children self-assess with the use of stamps. Each stamp represents a learning objective / success criteria and the child stamps and ticks each picture if they feel they have achieved it. This process involves verbal dialogue between children and teacher on what they have achieved and how they could improve their writing next time. Children can also correct their work at the time in order to tick a stamp e.g. practise a reversed letter. A written comment will accompany the 'Trophy' stamp to explain the reason(s) why the trophy has been awarded. The Marking Code is attached in Appendix 1.

#### Mathematics

As much of the Foundation Stage Number and Shape, Space and Measure work is practical, feedback is mainly oral whilst the children are doing the activity. Adults write comments on record sheet to record children's understanding, often quoting the mathematical vocabulary used by the children.

When children are recording their Maths:

- 1) ✓ is used for correct sums.
- 2) No crosses are used for incorrect work.
- 3) A dot signals an error which must be corrected there and then.
- 4) Number formation will be corrected there and then, when appropriate.
- 5) Incorrect answers should inform teacher's assessments and this should inform subsequent planning.
- 6) When a child records their Shape, Space and Measures work, direct quotes on the mathematical vocabulary used by the children are recorded on their work.
- 7) Positive comments, relevant to the learning objective/success criteria and Maths topic should be put on correct work, or where the child has tried really hard. Stickers, stamps and smiley faces will also be used on this work to show the children their success.

#### Understanding the World and Expressing Arts and Design

Oral feedback is given to the children in these areas of development as part of our everyday practice. Feedback and evidence is based on the processes the children are going through rather than a finished piece of work.



### All Areas of Development

The evidence listed above is made for all areas of development and informs feedback, planning and judgements against the Desirable Outcomes, Early Learning Goals and assessments made against the characteristics of learning. Areas of learning are often interlinked.

### Self -Assessment and Peer-Assessment

Adults involve children fully in their own assessment by encouraging them to communicate and review their own learning, as they are involved in an activity.

- Children self-assess their own written work with the teacher by using stamps as mentioned above.
- As feedback is so immediate, children are encouraged to work out ways of improving their work whilst completing a task e.g. when making a model, children are encouraged to listen and try out each other's ideas to improve their work.
- During a class plenary, children look at and discuss a child's work, process or achievements. Children show their work, demonstrate a process or explain what they have done for others to comment on.
- Photos are also used for children to discuss achievements and how they could improve.
- Children's comments on their achievements are noted down to become part of their individual profile.



## Marking in KS1

### English

#### Early Emergent Writer:

A picture is drawn first by the child with discussion and appropriate input by the teacher. The teacher encourages the child to think about what they are going to write. The child writes before the teacher at the top of the page and follows their writing with their name. The child is encouraged to read their writing. The teacher writes the correct version of the child's writing including the child's name at the bottom of the page. If appropriate the teacher chooses one element for the child to practise and correct under their writing, e.g., letter reversals or incorrect spelling of a high frequency word.

The teacher marks the work with a smiley face/stamp/sticker to denote good work with the reason explained verbally; the reason may be written as well, if appropriate. Comments will focus on the Letters and Sounds Programme or EYFS Framework Goals, e.g., reads writing, uses recognisable letter shapes, hears first phonemes, uses finger spaces etc.

#### More Fluent Writer:

A comment about the learning objective/success criteria will always be made, either verbally or recorded:

- 1) Up to 3 key words spelt incorrectly will be highlighted to the child, verbally in the main or written next to the word;
- 2) Common phase errors will be addressed through phonics teaching.
- 3) Stamps are used in EYFS and KS1 to set targets for children to achieve – these may be correct finger spaces, capital letters and spelling.
- 4) For weekly extended writing sessions, effective vocabulary and/or sentences will be double ticked.
- 5) Also, where a child demonstrates the success criteria in their writing, this will be highlighted with a marker pen by the class teacher during extended writing sessions.

#### Writing Marking Code:

The Marking Code for EYFS and KS1 will include a key for stamps and other relevant symbols with their meanings. All children will have the Marking Code stuck in the front of their writing books for pupil and parent ease of reference. A written comment will accompany the 'Trophy' stamp to explain the reason(s) why the trophy has been awarded.



## Maths

- 8) ✓ for correct sums.
- 9) No crosses to be used for incorrect work in EYFS and KS1.
- 10) A dot will signal an error which must be corrected there and then.
- 11) Number formation will be corrected there and then, when appropriate.
- 12) Incorrect answers should inform teacher's assessments and this should inform subsequent planning.
- 13) Positive comments, relevant to the learning objective/success criteria and Maths topic should be put on correct work, or where the child has tried really hard.

## Foundation Subjects

- 1) Spellings only corrected if they are relevant technical terms.
- 2) The learning objective will be highlighted according to whether the child has successfully achieved the objective. This will mainly take place in Science, History and Geography. The colour code is included in the Marking Code for KS1. Verbal feedback may also be given as well.



## Marking in KS2

For all literacy work:

- 1) Comments should refer to the learning objective of the lesson or the success criteria. Sometimes more in-depth marking will focus on child specific targets being worked on throughout the year.

Additional to this, when appropriate:

- 2) A “remember” bubble will be used as in KS1 to set pupil targets. Children should note targets set in “remember” bubbles and address those targets in the next relevant writing lesson.
- 3) Double ticks can be used to denote exceptional or very good work for words or sentences.
- 4) When appropriate, time must be given to correct or improve children’s writing.

## Drafts

At KS2, rough drafts should be made when applicable. At KS1 a single draft is more common. However, the child should be asked to make a neat copy occasionally.

## Handwriting Books (only)

KS2 (where appropriate):

- 1) Persistent errors are pointed out e.g. keep on lines etc. or practise k like this (write example in book or shared verbally with the child).
- 2) Positive /encouraging comments where possible, appropriate to the child.
- 3) Indicate individual errors by underlining.

## Presentation at KS2

If the standard of presentation falls below expectation in general literacy work this will be included in the marking comment.

## Maths

1. ✓ for correct sums.
2. Dot to be used to indicate an incorrect answer. General class corrections to feed into teachers’ planning.



3. Incorrect answers should inform teacher's assessments and this should inform subsequent planning.
4. Positive comments should be put on correct work, or where the child has tried really hard.

### Marking in Science and Foundation Subjects

- 1) Correct factual errors.
  - 2) Spellings only corrected if they are technical terms.
  - 3) KS1 will follow the above procedures, when applicable.
  - 4) Topic books at KS2 – each piece of work to be ticked and initialled to show work has been seen. At the end of the topic book a general comment will be written to give feedback to children.
- 3) Sketch books – no marking to take place; no ticks or initialling. This shows that we value the work that the child has sketched or drawn.

### Homework

All homework will be marked according to the criteria above to show continuity across all work set.

### Class Marking

There may be opportunities when it is appropriate to mark a piece of work as a whole class.

### Marking Code

The Marking Code is attached in Appendix 1. It is used throughout KS1 and KS2 to ensure consistency of approach. The Code is laminated and on display in each classroom/exercise books.



## Self-Assessment and Peer-Assessment

Self assessment: ***'Research has shown that pupils make more progress when they are actively involved in their own learning and assessment. Assessing their own work helps pupils develop their understanding of learning objectives and success criteria.'***

Peer assessment: ***'This involves giving pupils more opportunities to work together in evaluating each other's work, so that they can be more actively involved in learning from each other.'***

Peer assessment adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment is about making judgements of your own work and the work of others.

- ✓ IDENTIFY: what has been done well; what could be improved.
- ✓ EXPLAIN: why it has been done well; how it could be improved.

At Upwood Primary we draw upon the following self and peer assessment strategies:

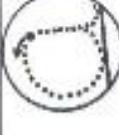
- EYFS: Use of stampers and oral plenaries to share work.
- KS1: Discussion with the class teacher and setting their own targets, use of stampers and group assessment (Three Stars and a Wish), using success criteria and questioning.
- KS2: Children check against marking ladders and success criteria either in their books or displayed in the classroom. This may be done independently (self assessed) or with a partner (peer assessment). Verbal reminders are also given, e.g. 'Check that your work includes.....' Children may also use peer assessment as a strategy for evaluating presentations in subjects such as ICT and PE.



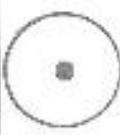
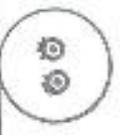
Appendix 1  
Marking Code

**KS1 Marking Codes**

# Foundation Marking Scheme

	pencil grip		verbalises sentence before writing		read own work		name writing
	left to write direction		represents some sounds correctly		finger spaces		checked writing or self corrects
	letter formation		hears all sounds in words		full stops		writing for different reasons
	number formation		spells tricky words		starts sentence with a capital letter or correct use of upper and lower case letters		
	ascenders and descenders		great words or ideas		target achieved or fantastic progress		

# Year 1 Marking Scheme

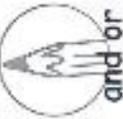
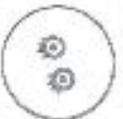
 finger spaces	 listen for sounds	 ascenders/ descenders	 punctuation
 full stops	 target achieved	 independent work	 compound sentences
 upper and lower case	 great ideas	 adjectives	 connectives
 letter formation	 neat writing and or pencil grips	 similes	 joined writing
 Checked your work	 Self corrected		



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Head Teacher - Mrs S Whitelaw B(Ed) M.A.



# Year 2 Marking Scheme

 <p>finger spaces</p>	 <p>listen for sounds</p>	 <p>ascenders/ descenders</p>	 <p>punctuation</p>
 <p>full stops</p>	 <p>target achieved</p>	 <p>independent work</p>	 <p>compound sentences</p>
 <p>upper and lower case</p>	 <p>great ideas</p>	 <p>adjectives</p>	 <p>connectives</p>
 <p>letter formation</p>	 <p>neat writing and or pencil grips</p>	 <p>similes</p>	 <p>joined writing</p>
 <p>Checked your work</p>	 <p>Self corrected</p>	 <p>paragraphs</p>	



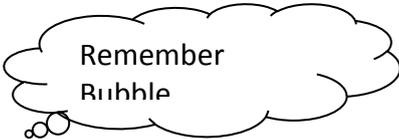
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Appendix 2  
Marking Code

KS2 Marking Codes

Literacy

Start a paragraph	//
Indent a paragraph	—
Missing letter or word	^
Targets/next steps to be achieved	Reward Stamps or Reward Stickers or 
Lack of meaning – word or sentence	? 
Lack of meaning – word or sentence	? 
Incorrect spelling - Up to 3 words maximum per piece of writing written out correctly (e.g. in the margin or at the bottom of the page). - Aim to ask children to practise	



incorrect spellings once a week, if possible.	
Good choice of word - Examples: above the word or in the margin.	✓✓
Good choices of sentences	✓✓ } }



Numeracy

Correct sum	✓
Incorrect part of a sum - Dot only next to the incorrect number, no cross.	●
Correction necessary	● C

Adult Led

Teacher led	T
Supply teacher led	ST
Teaching assistant led	TA

Rewards

KS1 - Teachers/TAs can express individuality.	Examples shared:  😊
KS2 - Teachers/TAs can express	Examples shared:



individuality.

★ = 5 minutes Golden Time

★ ★ = 10 minutes Golden Time

X GT = amount of Golden Time