



Starbeck Community Primary  
and Nursery School

## Marking Policy

At Starbeck School the purpose of marking and feedback is to help children to evaluate, improve and deepen their learning. Where possible, work is marked with the child and feedback is given verbally. Feedback information must be used if it is to have an impact on improving children's learning. These principles underpin our marking policy.

We want children to understand that when something is difficult, they are on the threshold of learning something new. How we talk to them and the precise language we use, can have an impact on how they perceive a situation when they find something difficult.

"It's OK. That's how we learn."

"It's OK if you find it hard; it shows that you are really trying to work it out."

"I'm glad you asked me about that when you found it hard. Now the others will be able to learn from my explanation."

**We want to create an ethos where speaking freely about learning is OK.**

### OBJECTIVES

- To have an agreed and consistent marking policy
- To have a marking policy that is user-friendly and useful to both adults and children
- To mark in a way which helps children to improve their work

### ORGANISATION, TEACHING AND LEARNING

- **We don't ask the child to focus on too much at once.**
- **We use an agreed marking code, which is shared with and used by both adults and children** (see appendix).
- **We decide which pieces of work need detailed marking and which don't.**
- **We relate marking to the learning intention (LI)/success criteria (SC).**
- **We relate written comments to the LI/SC and these are brief.** (The child needs to be able to read the comment and act on it.)
- **We mark in child-friendly language.**
- **We make sure we model legible handwriting which children can read.**
- **We discuss marking with the child wherever possible.**
- **We highlight in green, where success occurs.**
- **We asterisk where corrections need to be made.**
- **We indicate with a © where challenge/ deeper learning is required** (could be applying learning in a different context).
- **We give strategies for improvement/extension** (see below).
- **We allocate time for comments to be read.**

- **We plan time during lessons/following lessons for children to make improvements to the piece of work.**
- **For children who have difficulty writing at length, they are encouraged to make improvements verbally and an adult can write it for them.**

Adults use green highlighter pens to mark successes and children use green pencils. Adults asterisk and write in black ink, using the agreed pens, children asterisk in green and write in pencil or blue handwriting pens.

Visualisers can be used to model marking of work and improvements.

Examples:

1. **Writing your name:** Which is the best letter? (highlight) Which letter is not very neat/the wrong way round? (asterisk). Child to practise writing the letter (X3)
2. **Spelling;** Incorrect spelling asterisked in green, correction made by child.
3. **Adjectives in writing:** Highlight the 4 best adjectives in your work. Put a © next to the adjective that could be improved/the sentence you need to add an adjective to. Child to rewrite sentence adding in or improving the adjective.
4. **Number bonds to 10:** Share and highlight the jigsaw numbers you have found which make 10. © - can you think of 3 numbers to make 10? What do you need to add to 7 to make 10?
5. **Longer piece of writing:** mark in detail against LI/SC. Plan in 20 minutes the day after for the children to read the marking/comments and improve their work, following teacher guidance.

## Training children to self-mark

Children need to be taught this, like anything else:

1. Children identify their successes
2. Children identify a place for improvement
3. Children make an 'on the spot' improvement

Move to paired marking/group marking:

1. A pupil should have time to reflect on their own work, before sharing with a partner.
2. At this stage paired marking is verbal:
  - (i) Give positive feedback about partner's work based on LI/SC (needs modelling)
  - (ii) Pupils discuss work but pupil makes own alterations/marks own work based on discussion. Do not write on each other's work.

## STRATEGIES FOR IMPROVEMENT

Feedback should not just be praise "well done," it should focus on the LI/SC or describe what the child has done well related to the LI/SC. For example: "Great use of adjectives."

Feedback can be: ©

Elaborating and extending ("tell us more...")(What would happen if...?)

Adding a word or sentence ("add one word") ("use a scientific word..")

Changing the text ("find a better word")

Justifying ("why...?")("can you give me a mathematical/scientific explanation?")

**This policy will be monitored in accordance with the Monitoring Policy**

## Appendix to Marking Policy

### Marking Code

Highlight areas which respond closely to the LI/SC in green highlighter (adult) or green pencil (child), highlighting where success has occurred.

Asterisk areas requiring correction.

© for a further challenge/ improvement.

Write comment/ instruction if marking remotely, either at the base of the page or in the margin.

Adult should check and initial/highlight the improvement.

All work should be dated.

ⓐ Independent work

ⓑ Teacher support given

ⓒ Teaching Assistant support given

Teachers will initial work all work including that which they have seen but choose not to mark in detail.

For assessed writing, please indicate if spelling is independent or if a word book has been used or spellings given.