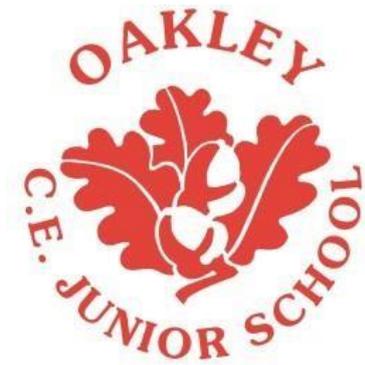


Marking Policy

February 2025

Oakley CE Junior School



All teachers across the school need to follow an agreed system and consistent procedures in responding to pupils' work. The following policy was written by class teachers and the senior leadership team during a staff training session in January 2025. Our Marking and Feedback policy links to our Christian Values of **Courage**, **Respect** and **Grace** as they help guide us as professionals to ensure we have great expectations for all children.

With **courage**, our pupils are encouraged to always do their best and not give in to discouragement. Through **respect**, our curriculum celebrates difference and allows every child to demonstrate their strengths and make good progress. Effective marking and feedback allows children to make good progress. **Grace** is shown through the active kindness and generosity of collaborative learning. Both the children and staff show grace through the respect they show one another through their learning journey and the feedback they receive.

Aims

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple
- Motivating – engage with learners to make progress

Marking is part of a continuous cycle:



(‘Mark. Plan. Teach’, 2017, Ross Morrison McGill)

Aim of marking and feedback:

- Pupils act on feedback to make progress over time.
- They inform future planning and teaching.
- Pupils learn to value hard work and the quality of the work they produce.

Principles

We believe that the following key principles should underpin all marking and feedback:

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage.
- We support live marking wherever possible as it has immediate impact on learning.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets; learning intentions must be shared with the learners in every

lesson and recorded in pupil's books. All pieces of work should have an 'I can' statement.

- Pupils should be encouraged to mark, self-evaluate and peer-assess work as appropriate.
- The outcomes of marking should be used to inform teachers' judgements and interventions concerning pupils' progress and to inform teacher planning, records and reports.
- Develop motivation, encourage positive attitudes.
- Where a child has met the learning objective, it needs to be highlighted in **green** by the adult. When a child's learning objective has been highlighted in **green**, there should be evidence of appropriate challenge and progress in their learning if appropriate. This will often be achieved in the lesson where the child moves onto a challenge or next step.
- Where a child has partially met the learning objective, but is still not secure, it needs to be highlighted in **orange**. When a child's learning objective has been highlighted in **orange**, it must be made clear to the child why they have not fully met the learning objective. It should be obvious that something has been done to address it-most likely through further teaching/intervention.
- Where a child has not met the learning objective, it needs to be highlighted in **pink**. When a child's learning objective has been highlighted in **pink**, it should be obvious that something has been done to address it-most likely through further teaching/intervention.
- Marking should be completed in green pen.
- Children should be regularly using purple pen to edit their own work.
- The member of staff who has marked the work will put their initials.

The following symbols will be used in children's books across the school:

(S)	Support from an adult was given
(VF)	Verbal feedback was given
(PE)	Practical Equipment was used to support the learning
(D)	A discussion with an adult took place due to a misconception
○	When correcting punctuation, a circle is used
—	Incorrect spellings will be underlined. A maximum of 3 spellings per written piece.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a regular basis.

To be reviewed as required.