



White Ash Primary School Marking Policy

Reviewed: Autumn Term 2024

To be reviewed: Autumn 2026

Rationale

This policy reflects the school's values and philosophy in relation to providing constructive feedback and marking through a range of methods to suit the diverse needs of our GLD pupils. The policy is a working document, which generates and informs good practice within our school.

Marking intends to serve the purpose of valuing children's learning, helping to diagnose areas of development or next steps, and evaluating how well the learning task has been understood.

Throughout the school practice is consistent and in line with the overall policy on Assessment, Recording and Reporting.

Audience

This policy is for all teaching staff, specialist teachers, HLTAs, teaching assistants and any other professionals who are involved in marking and feedback of any kind. It is important that the whole team provide constructive feedback to pupils, focusing on success and improvement needs against learning outcomes. The policy also informs parents of assessment for learning practices, which is shared at Annual Reviews and Parents evenings. Pupils will be involved in assessing their own learning where appropriate.

Aims

All teachers and TAs have consistently high expectations of all pupils, regardless of need and ability. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, our school aims for pupils to make good if not outstanding progress across the curriculum.

- To raise standards and ensure quality provision to meet the needs of all our pupils
- To use the feedback and marking system as a tool for formative assessment
- To ensure whole school consistency of feedback and marking, by all who are involved in giving feedback and marking e.g. teachers, HLTAs, teaching assistants, students, volunteers etc
- Feedback and marking should be meaningful to pupils, teaching/ support staff and parents.
- To recognise the importance of evidence provided by a specialists within multidisciplinary team.
- To ensure that appropriate feedback and marking methods are used effectively to meet the needs of each pupil
- To assess where the pupil is and to move him/her on to the next step in learning.
- To actively involve the pupil in their learning and progress where possible.
- To raise pupil self-esteem and celebrate success



Principles of Good Marking and Feedback

Good Marking and feedback of pupil's work should:

- Be positive, motivating and constructive
- Be at the pupil's level of comprehension
- Be frequent and regular (Verbally throughout lessons and plenary)
- Provide information for the teacher, TAs and parents on the success of the teaching
- Relate to the learning objective/focus/ILP target
- Positively affect the pupil's progress

Effective marking and feedback enables teachers to provide their staff team and pupils, where appropriate, with the opportunity to reflect upon the learning that has taken place.

Generic Praise Stickers

Staff are also able to use generic stickers for praise on the pupil's work should they wish. For example, stickers stating "well done, good writing" are acceptable and will further highlight improvements the child has made.

Expectations:

- Each piece of work will be acknowledged by an adult or peer and feedback given (often immediate and verbal).
- Staff will record pupil progress using EFL, with clear links to ILP targets.
- Learning Objective or ILP target to be on each piece of work.
- Level of support given to be clearly annotated on work.
- Marking strategies used to be clearly annotated on work.
- Next steps for learning to be given verbally during plenary.

Marking Strategies:

● **Verbal feedback (VF)**– given by an adult in the presence of the child or group of children. This dialogue should focus upon successes, areas of development and to set targets for future learning. This may happen whilst the children are working or after the learning has taken place during the plenary.

A record of this could take any of the following forms;

- Annotated notes on lesson plans or pupil work
- Evidence on EFL linking to pupil's ILPs
- Where possible, marking should take place during the lesson with the staff and pupil present to permit immediate feedback and recording of progress.

● **Self –assessment and evaluation (SA)**– pupils are given opportunity to reflect on their own learning throughout the lesson and during the plenary; identify progress towards learning objectives/targets etc and identify areas for improvement . Pupils are encouraged to assess themselves on a regular basis and in a way that is appropriate to them. Pupils are encouraged to discuss their work with the Teacher/ TA and say how hard or easy and how enjoyable they found the work.



- **Peer assessment and evaluation (PA)** – Pupils should be given opportunities to evaluate the work of their peers and provide suggestions for improvement. This is facilitated where possible through paired working and turn taking to discuss peer effort and achievement. This can be as simple as a thumbs up or down or use of smiley faces.
- **Any misconceptions (MA)** will be addressed with by the Teacher/ TA with the pupil as soon as possible (during the lesson if practical) and discussed in the plenary.

Level of support:

- Independent **(I)**
- Verbal Prompts/ instructions **(VP)**
- Visual prompts -(EG word mats/ communication boards/ symbols) **(ViP)**
- Physical Prompts (EG hand over hand, hand under hand, elbow prompt) **(PP)**
- Work that has been copied **(C)**
- Words which have been written independently – **underline or highlight these.**



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Marking Strategies to include:

- Verbal feedback (**VF**)
- Self -assessment and evaluation (**SA**)
- Peer assessment and evaluation (**PA**)
- Misconceptions addressed (**MA**)