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Marking Policy

Rationale:

At CCI, we recognise the importance of meaningful marking and feedback and aim to maximize its effectiveness in motivating the children whilst being mindful of the implications on teacher workload. We have heavily drawn on the main findings by the Education Endowment Foundation (EEF) listed below surrounding effective feedback when writing this policy.

- Mistakes should be marked differently to errors resulting from misunderstanding.
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to it
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.

Purpose:

- To encourage high standards in learning.
- To promote continuous and focused communication with the child.
- To have a positive impact on children's attitudes, motivation and promote self-esteem.
- To measure work against learning objectives and give children feedback on what they have done well and their next steps.
- To provide useful information for teaching staff to influence future planning.
- To provide opportunities for children to reflect on their own learning and that of others.

Guidelines:

These guidelines set out the expectations for marking and feedback in EYFS and KS1.

How much work is recorded?

EYFS

- There should be at least one piece of guided writing per week recorded in books once Baseline Assessment has been completed. From T4 onwards, children are expected to record mathematical learning once per week. Weekly observations should also be recorded on Evidence Me with a clear question from an adult that extends the learning and/or addresses misconceptions. EYFS staff may use speech marks to show what the children say their writing says when the child is using emergent writing.

KS1

On average all children need a minimum of 3 recorded pieces of learning for Maths and English every week.



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Y1 and 2 children are provided opportunities to write daily of which 3 pieces need to be in writing books and marked. Additional cross-curricular writing is not expected to be marked.

Green and Pink Highlighting

This must always be highlighted with green and pink not marked in green and pink biro. Children are expected to respond to pink highlighting every time. This will be during the session wherever possible or through an intervention.

WALTs need to be highlighted **green** in full or partially if the WALT has been achieved. DO NOT highlight in pink if they haven't achieved – just leave this blank.

Next Steps

All children need Next Steps marking once a week for Writing and Maths – they need to respond to this feedback. This needs to be given as verbal feedback in a lesson and children need to respond there and then. This should link to the WALT or 'remember to...'

Steps must be drawn in **blue** and written in **blue**. Children respond in **purple polishing pens**.

Verbal Feedback 'VF'

VF can be written in books at any stage in a lesson as staff are circulating or working with children to address misconceptions in the moment. An immediate response should be seen with an improvement. It will be obvious from the response what the feedback was so does not need to be written out.

Spellings – 'sp'

If correcting spellings at the bottom put this as a next step. Children should be encouraged to go back and spot spellings and correct them.

sp said _____

Super Star Writer (Editing)



EYFS

The 'every time I write' star has visual reminders for the 5 things to check...

1. Say the word
2. Chop up the word
3. Best handwriting
4. Finger spaces
5. Capital letters and full stops.



KS1

The 'every time I write' star visual reminders for the 5 things to check...

1. Used capital letters
2. Used finger spaces
3. Used full stops
4. Best handwriting.
5. Best try at spelling.



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Remember to... (Mr Forgetful)



A label with a list of specific things that the children need to include in a particular piece of work (non-editorial – success criteria)

Challenges

Additional challenges should be planned for in English and Maths and differentiated so that all children can access a challenge.

Summary

KS1

- Minimum of 3 pieces of writing recorded in writing books and Maths per week, always marked with green and pink highlighters
- Verbal feedback/next steps given during a lesson to half a class at a time which they respond to straight away – every child will have this at least once a week.
- Towards the end of Year 2, teachers will use less pink highlighting to encourage independent editing and 'Remember to...' labels will not be used.

All Classes

- WALT stickers need T/TA/I please circle (Teacher/TA/Independent).
- Remember to... (Mr Forgetful) need to be included on the WALT stickers.
- Green and Pink must be with highlighters not biros.
- When Live Intervention happens in books please write LI
- If there is pink highlighting children must respond to this
- All marking including when you have given Next Steps or 'sp' must be written in blue.
- EYFS staff may use speech marks to show what the children say their writing says when the child is using emergent writing.
- In Year 1 and 2 guidelines for marking and editing used will be visible in each classroom. (See appendix 1, appendix 2)

Reviewed: Term 5 2023

Approved by Staffing and Curriculum Committee:

Next review: Term 5 2025








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Appendix 1 – Class display - marking and feedback guidance



Marking and Feedback Guidance



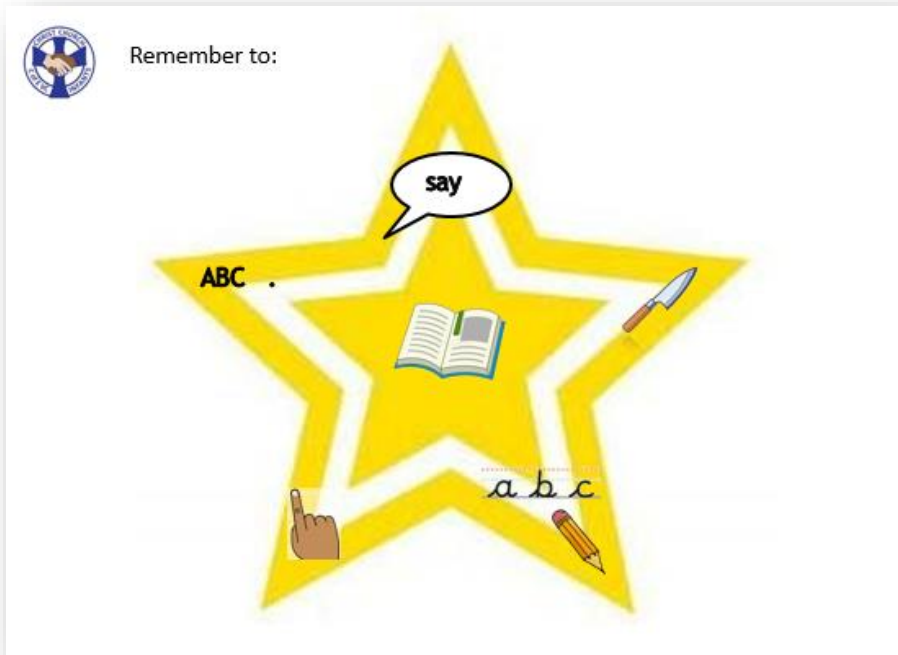
Symbol	What does it mean?
WALT is green	I have achieved the WALT. Dotted in green means partly met.
	'Next steps'. The teacher will give me verbal feedback in a lesson and draw steps in my book so that I make my learning even better. The teacher writes these in BLUE and I complete these in pencil (half a class a day). This needs to link to the WALT.
VF	This means that I have received Verbal Feedback to address something I need to improve. I need to respond straight away as it should be mid-lesson. An improvement should be seen in my learning straight away.
	If this is written at the side of a line or underneath my learning it means I need to check spelling and practise re-writing it 3 times and then spot and correct this mistake in my writing.
and	'Green to be seen' shows something I have done well, linked to the WALT or to my own targets.
aNd	'Pink to think' means there is something that I could improve and I need to do this in PURPLE pen.
	I have edited my work using a purple polishing pen.
	The 'every time I write star' to help me check I have... 1. Used capital Letters, 2. Used fingers spaces, 3. Used Full Stops, 4. Best handwriting 5. Best try at spelling.
LI	Live Intervention – A grown up has helped me to work out something I was finding tricky or needed to be challenged with.
	Remember to... (Mr Forgetful) A list of specific skills that the teacher is looking for in a piece of writing. (Success Criteria)



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Appendix 2 – Star Writers - Every time I write... Poster

EYFS:



KS1:

