



Marking Guidelines

Introduction

Every piece of work produced by the children must be marked or acknowledged using the system below. Marking work helps the children to understand how well they have done towards achieving the learning objective and the success criteria for a particular task. It should be used by the teachers to make assessments and identify the next steps in learning and therefore inform future planning. It should provide the children with encouragement and praise for their achievements and effort.

EYFS

- Date
- I - Independent work
- S - Supported work

Lower School & Upper School

Learning Objective(s) and Success Criteria:

- Dated learning objectives and success criteria labels are required for all pieces of work
- The success criteria need to be drawn from the 'Key Skills' documents for each subject
- There is a space for pupil feedback and teacher feedback.
 - In Lower School, the children will use the smiley face system
 - In the Upper School, children will use the same system as the teacher (described below).

NB: Where a child has completed their work in a 'work book', for example in Mathematics, the Learning Objective (LO)/ Success Criteria sticker should be stuck in their main exercise book with a note identifying where the work is located.

Codes for Marking:

- Tick (✓) for achieved
- Wavy Line (~) not quite achieved but nearly achieved
- Dot (•) for not achieved
- S for work that has been supported by an adult
- I independent work
- VF verbal feedback
- Steps next step for next lesson

Self-Marking, Peer- Marking & Editing:

- Children will use a green pen.

Spelling, Punctuation and Grammar:

- **Lower School:** Teachers will mark the children's work, when appropriate, correcting key spellings such as High Frequency Words, grammar and punctuation for the year group.
- **Upper School:** When relevant to the success criteria, teachers will use *sp, p, & gr* in the margin to highlight opportunities for editing. Any spelling, punctuation and grammar errors can also be marked by the teacher.

Other Comments:

- Notes can be added at the end of the piece of work at the teacher's discretion, e.g., comments of praise and encouragement.
- Stickers can also be used to celebrate both effort and success.
- Next step comments, if required, should only ever relate back to the Learning Objective or Success Criteria.

General:

- Staff are to use a red pen to mark the children's work.
- In the moment marking, is extremely important. Teachers moving around the classroom to check progress is vital to providing effective and immediate feedback to help the children progress in their learning.
- Marking at the end of the lesson should be used to help the teacher to evaluate the progress each child has made towards achieving the success criteria and therefore the overall objective. It should be noted that lengthy feedback comments are only necessary if children are to be given time to read and respond to them and therefore the teacher should consider carefully, for their own well-being and time management, whether this will be case before writing these comments.

Monitoring:

- The correct application of these guidelines is monitored by the Headteacher, a member of the Senior Leadership Team or the Curriculum Subject Leader.

Marking Guidelines were updated September 2021.