



HALBERTON & UPLOWMAN FEDERATION  
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# Marking Policy

## Mission Statement

### Aims

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement. Marking and related discussions should provide constructive feedback to every child, focusing on success and improvement against learning intentions and enabling them to close the gap between current and desired performance. This policy gives guidance to staff on the purpose, type and frequency of marking. In the Halberton & Uplowman Federation our aims in marking children's work are:

- To identify the child's successes against the learning objective
- To assess the child's level of understanding
- To highlight the next target
- To value children's work through meaningful and consistent feedback
- To identify children's achievements against statutory assessments

### Principles

- Marking should relate to learning intentions which have been shared with the children
- When possible marking should be reviewed directly with the child and at a distance where necessary
- Where possible marking should be positive and constructive, identifying the next step and setting targets for future learning, notably in Literacy and Numeracy
- Marking should begin with positive feedback/comments and focus on success, either orally or through written comments
- Marking and feedback should be moderated regularly within subjects to ensure consistency across the school through the Monitoring and Evaluation policy
- Children should be encouraged to self evaluate understanding in KS1 and 2 using the agreed common marking symbols
- Work should be marked for the individual child and their own progress
- Marking and feedback should be accessible to children
- Marking and feedback should inform future planning and individual target setting, especially where Cold and Hot Tasks are used as a diagnostic tool
- Specific time should be planned for children to read and respond to marking. This should not be a bolt-on activity but part of the learning sequence and journey.
- Consistent codes used across KS1 and KS2 and displayed in classrooms (see Appendix)
- Only in particular circumstances should a child be asked to complete a further piece of work before the preceding work has been marked eg if editing is part of a planned sequence of work
- A high level of presentation and grammar is expected across all curriculum areas
- It should be indicated on a piece of work where the session has been teacher support (TS) or Teaching Assistant led (TA).
- The marking policy will be shared with pupils and marking codes displayed in classrooms.

**Types of marking** – these should be used appropriately to the age and ability of the child and the particular piece of work.

1. Oral feedback: young children, whole class, groups, individuals
2. Target setting: identifying next step in child's learning
3. Numerical scores: closed exercises
4. Marking against objective using codes: using marking codes to assess how far the objective has been met
5. (KS2) Self marking: children can identify their own successes and make improvements
6. Shared marking: use of writing/talking partners to mark one each others work or focus on one piece of work for the whole class.

7. General marking sheet: comments relevant to most children in the class, giving examples of good practice or improvements that could be made. This mark sheet would be shared with all children. For example on a homework task a teacher may read all pieces of work but rather than write individual comments, a general mark sheet will be made to feedback to all children on strengths and targets for development.
8. Acknowledgement marking: more common in the lower end of school.

## **Guidance regarding different types of marking**

### **Quality marking**

Not all pieces of work can be 'quality marked'. Teachers will need to decide whether work will simply be marked according to the marking codes or given detailed attention.

Within children's feedback highlighting will be used as a strategy of marking. Pink 'Tickled Pink' will highlight good examples of work linked to the Learning Objective. Green 'Green for growth' will highlight a part of the work that needs development. Time needs to be given to respond to the green sections.

Children may also be given prompts to improve their work by using:

- A reminder prompt (What else could you say here?)
- A scaffold prompt (Describe the expression on the dog's face)
- An example prompt

### **Self-assessment (to be used at the discretion of the teacher)**

"Learners should be helped to develop the capacity and the habit of self-reflection so that they can increasingly become self-monitoring and self-regulating."

(‘QCA Review of assessment arrangements: Assessment for Learning’, 2001)

Through self-assessment pupils can become more responsible for their own learning, they are able to recognise the next steps in learning and it can raise their self-esteem and actively involve them in the learning process. It can provide feedback for the teacher, matching the pupils' perceptions of understanding with teachers leading to identification of pupil progress.

In the Halberton & Uplowman Federation, we believe that one method of self-assessment can take the form of reflection at the end of a lesson. To address this, children at different age groups will begin to assess their development when the teacher feels it is appropriate.

### **Shared marking (KS2)**

Using one piece of work from a child to mark as a class, the teacher models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

### **Paired marking**

Before ends of lessons, children can sometimes be asked to mark narrative work in pairs. It may be best to use a copy of the work produced initially. The following points are important:

- Paired marking should not be introduced until KS2 unless teachers think that the children are ready for this
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action
- Ground rules (e.g. listening, interruptions, confidentiality, etc) should be decided
- Children should point out what they like first and then suggest ways to improve the piece, but only against the learning intention.
- Pairings need to be based on someone the children trust – best decided by the teacher
- Encourage a dialogue between the children rather than taking turns to be the 'teacher', they should discuss each others work together.

**It is envisaged that staff will choose a style of marking relevant to a particular piece of work, and the age and ability of the children.**

**Presentation**

Regardless of subject, pupils should be aware that a high standard of presentation is always expected of them.

**Monitoring and review**

We are aware of the need to review the school marking policy regularly so that we can take account of new initiatives, changes in the curriculum or developments in technology.

This policy does not relate to work produced specifically for display. Nor does it relate to practical work where other methods of marking may be more appropriate.

Adopted by the Teaching and Learning Committee on.....(date)

Signed.....(chairperson)

Ratified by Full Governing Body on.....(date)

Signed.....(chairperson)