GREENGATE JUNIOR SCHOOL

Marking Policy

Marking is an essential part of planning, assessment, teaching, and learning. At Greengate we believe that feedback should be specific, timely and relevant. This can be given verbally or written. A significant amount of verbal feedback is given as the children work or immediately afterwards.

The aims of our marking:

- To assist and enhance learning
- To provide information for assessment and monitor progression
- To encourage, motivate and support pupils in their learning
- To inform planning and teaching
- To promote higher standards of work and presentation
- To correct errors and address misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback, identifying strengths and next steps
- To show pupils that we value their work
- To allow pupils to reflect on their work and set targets with their teacher
- To develop pupils' confidence, independence and responsibility for their own learning.

Guidelines for marking:

In considering how feedback is given to children we are mindful of teacher workload and believe that extensive feedback should be given only when most needed. Therefore, work does not always need to be marked in detail but will always be checked – teachers will consider the most effective way of moving the child forward whether written or verbal. Children should also be given the opportunity to correct and improve work on their own (using GREEN editing pens when writing), through talk partners, self-marking or responding to teacher comments.

All work in the children's books will be read by a teacher and given a mark to show that it has been checked i.e a mark or comment in PURPLE pen, a stamp or sticker. (See chart at the end for marking guidelines)

Feedback in <u>all subjects</u> will be carried out daily or as quickly as possible, ensuring all work is neatly presented, with a clear date and learning objective/Can I/Key question.

<u>All Subjects -</u> 'Can I' statements or key questions will be annotated by both the pupil (traffic light system or smiley faces) and teacher to show if the lesson objective has been achieved. Subject specific spellings will be corrected. Marking will link to children's targets where necessary.

<u>Writing –</u> Extended writing will be marked in depth, with work being drafted, edited and improved by the pupils (GREEN PEN), supported by an adult. Small classes and STA support allows for live marking. Spelling mistakes will be identified as appropriate, and children shown and practise correct spellings underneath work.

<u>Reading</u> – Most feedback on reading is given verbally; however, a teacher or STA may give written feedback in a child's reading record. Reading comprehension work will be marked through class discussions and teacher marking. Reading Plus analysis also gives clear feedback.

<u>Mathematics</u> –Answers to be marked as correct with a tick or incorrect with a dot. If needed a correction will be identified and modelled in the book by the teacher. Sometimes, teachers are will mark in lessons so that they can identify any errors or misconceptions and address them straight away, with live marking. If an objective has not been achieved in the lesson the teacher or STA will try to address the learning gap before the next lesson.

<u>Hive & Greenfinches</u> – within these classrooms the children work 1:1 with an adult or a small group ratio, therefore verbal feedback and live marking is possible and essential. The children respond to immediate feedback and correct any mistakes and misconceptions with the teacher or STA. Teachers tick or make marks where necessary.

At Greengate we believe that marking and feedback can be a powerful and useful tool for an ongoing diagnostic record of children's achievements, that feeds into future planning. It must be manageable and reflective to ensure the continuous progression of our children.

Signed:

Date: June 2026

Review Date: September 2027

Marking Guidelines:

√ = Good work

√√ or * = Excellent work

→ = Next time try…

O = Circle missing capital or punctuation

V = Verbal feedback given

Sp = Check and copy the spelling 3 times

~~ = This part doesn't make sense

S = Supported with this work