

Valour Multi Academy Trust



Marking Policy

January 2025

Marking Policy

Rational



At Beech Hill Primary School we take a professional approach to the tasks of marking work and giving feedback on it, whilst also being considerate of the effective use of staff time. All children are entitled to regular and comprehensive feedback on their learning – whether this be in verbal or written form.

- Marking is an integral part of formative assessment. It is most effective when it supports the target setting process, both short term and long term.
- Marking of pupil's work should be regarded as a regular means of communication with pupils about their individual progress.
- This communication needs to be in a form which is clear and able to be understood by the individual pupil.
- Live marking may occur within a lesson to provide children with immediate feedback part way through an independent task. This also supports learners who may have a misconception within the lesson to correct this quickly and continue to make progress. The feedback for this will mostly be verbal.
- The use of “think pink” is a tool used in school as a rapid response to a pupil's misconception or to correct basic skills. It can also be used to extend their thinking to a deeper level.
- Next steps is a way of providing links to learning for pupils or draw attention to what the learner need to do next to achieve success in the future.
- Children may self and peer mark to provide pupils with immediate feedback when appropriate also.

Aims

- To motivate pupils further by praising achievements.
- To show that we value their work, and encourage them to do the same.
- To assist pupils by setting clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well pupils have understood the current work and inform planning for the next steps of teaching and learning.
- To enable the teacher, and pupils, to make judgments about attainment.
- To enable pupils to make links with their learning and able to set their own targets eventually as they become older.

Guidelines

- Marking and feedback should be appropriate to the task set and the student's response to that task. There is no 'one size fits all' model.
- Planning for a lesson or teaching sequence should consider opportunities for feedback and how and when students should act upon it.
- Much of the feedback offered to students could be verbal. Written feedback might be offered to students to move their learning forward if it is the most efficient and effective way to address their errors and support them in developing sufficient understanding to access the next part of a topic.
- It should not be a routine expectation that next steps or targets be written into students' books. The next lesson should be designed to take account of the next steps.
- It should not be an expectation that recurring errors or common misconceptions be addressed through individual comments in individual student's books. Where a number of students share a misconception, this should be addressed in the next lesson or think pink time.
- Marking symbols should be available for all children to refer to in their maths and English books.
- **The most important activities for teachers are the designing and teaching of the lessons. Marking and feedback strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.**

What to mark and what to offer feedback on?

- If the piece of work is a large piece of work or has taken considerable effort on the part of the pupil to complete, then marking may reflect this with a written comment as well as marking symbols.
- The teacher's intended purpose for the task, and the students' work on that task, will determine what type of marking and/or feedback is appropriate. Where a task is designed to build aspects of basic skills/fluency such as accuracy, efficiency of method, use of skill etc. it is likely that marking will be an appropriate response *either* by the student, their teacher or by a peer.
- Teachers may respond to pupils self-assessment comments in their books (when a response is appropriate) to build up a successful dialogue with the pupil about their learning.
- Consideration should be given to the way that this feedback is offered in order for it to have the greatest impact. Where classwork is designed to build students' understanding of a concept, it is likely that much feedback will be given verbally, allowing students to act immediately on it.
- The provision of written feedback should be both efficient for the teacher and effective for the student.
- If "think pink" has been necessary for a child and they have worked with an adult, their feedback would be verbal; therefore a lengthy written comment is not needed. (VF)

Think Pink

- Teachers use the think pink strategy to rapidly address misconceptions that may block future learning for the pupil or to support children in corrections needed for basic skills/non negotiables.
- In mathematics, when children are achieving less than half correct independently, then "think pink" may be provided (when possible) to ensure that these children can keep up with their peers.
- Think pink opportunities may take place in or out of a lesson, but ideally should be as close to the lesson as possible to achieve the greatest meaning/relevance for the pupil.
- Most feedback will be of a verbal nature if in a small group context.
- If the issue is related to mis-spelled word the child should know (e.g. Spelling appendix for a pupil's specific year group), then think pink can be used to underline the misspelled words with a SP symbol used (no

more than three in each piece of work). The child would be required to rewrite them underneath the correct spelling provided by a teacher.

- Think pink can also be used to expand upon a pupils understanding by asking questions in a greater depth that the child can respond to. These responses should be marked to acknowledge the response.
- Pupils may use green pens to correct mistakes so it is obvious that “think pink” has been addressed.
- Teachers may indicate “think pink” in their books with a pink highlighter mark.

Next steps

- Next steps are used to signpost children and enable them to make links in their learning. Next steps should support them in developing sufficient understanding to access the next part of a topic.
- For older children, they may use “next steps” to comment upon and identify the next steps they will take in their own learning to embrace an metacognition ethos of independent learners within school.
- It is not expected that next steps be included on every piece of work.

Acting on written feedback

- As the students progress through our school, they should become increasingly responsible for their learning. Helping them to act effectively on feedback provided on their work is part of the teacher’s role.
- It is an expectation that key stage one children will respond to their learning with a self-assessment symbol regularly and key stage two children will respond with a short comment. Exceptions may apply for older children who are working way below age related expectations and they would therefore be required to provide a symbol or verbal feedback.

Supply and Student teachers

- Supply teachers need to respond to work marked in books using the school marking policy symbols and should ideally indicate “supply” on work. The class teacher may well add this on return to class.
- It is the expectation that all class teachers acting as a mentoring role for a student teacher model the marking policy of the school and check that the student teacher is following this accurately in books also.