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# Marking Policy

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## Links with other policies

➤ Curriculum

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## Rationale

Meaningful marking and responding to student's work are essential elements in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It provides invaluable feedback for staff, students, and parents/carers.

## 1. Our Aims in Marking/Responding to Student's Work

- Feedback is given in a timely fashion and it is expected that books are marked for each subject at least every 2 weeks.
- Feedback should not be general; it is specific and should focus on challenging misconceptions and correcting errors.
- Students should be given appropriate time to respond to the teacher's marking and improve their work.
- Marking should act as a tool to inform the teacher of the student's level of achievement /attainment and to inform the next stage of their planning.

## 2. Class Marking Policies

Each class has their own marking policy that reflects our aims, they are attached below.

### 2.1 Reculver Marking Policy

- We adopt L.I (Learning Intention) for our objective.
- Teachers ensure the children have the L.I and Success Criteria in their books before they attempt the independent task. (These can be printed and glued into the children's books).
- Teacher comments and marking should be done with a green pen.
- Teachers use highlighters to mark across the curriculum. Pink for 'tickled pink' and green for 'growth'. The words should be highlighted rather than underlined. They should mark against L.I.
- Teachers should mark in the moment. This enables those children of a lower reading age to access the feedback. If they find children making good progress, they pink it (positive praise) they may then want to give the child a challenge. If a child has a misconception or is finding a concept difficult, a green dot is placed beside the work and the teacher gives verbal feedback there and then. They will then revisit the child later in the lesson to make sure they have fully understood and are progressing.
- In small classes, teachers should aim to give feedback to every child. In larger classes, teachers will implement a system to make sure that they are able to feedback to children regularly.
- Children's responses to marking and feedback happen within the lesson.
- All self-editing and correcting should be done using polishing pens (which should be a different colour to their original piece of work) in both Maths and English.
- Any learning that has not been seen in the lesson by the teacher will be marked outside of the lesson. Teachers will use this to inform their next steps learning.

### 2.2 Rochester Marking Policy

- We adopt L.I (Learning Intention) for our objective.
- Teachers ensure the children have the L.I and Success Criteria in their books before they attempt the independent task. (These can be printed and glued into the children's books).

- Teacher comments and marking should be done with a green pen.
- Teachers use highlighters to mark across the curriculum. The words should be highlighted rather than underlined. They should mark against the L.I.
- Teachers should mark in the moment. This enables those children of a lower reading age to access the feedback. If they find children making good progress, they pink it (positive praise) they may then want to give the child a challenge. If a child has a misconception or is finding a concept difficult, a green dot is placed beside the work and the teacher gives verbal feedback there and then. They will then revisit the child later in the lesson to make sure they have fully understood and are progressing.
- In small classes, teachers should aim to give feedback to every child.
- Children's responses to marking and feedback happen within the lesson.
- All self-editing and correcting should be done using polishing pens (which should be a different colour to their original piece of work) in both Maths and English.
- Any learning that has not been seen in the lesson by the teacher will be marked outside of the lesson. Teachers will use this to inform their next steps learning.

### 2.3 Hever Class Marking Policy

- We adopt L.O (Learning Objective) for our lessons.
- The L.O is to be recorded in books before attempting the independent task. If the LO is met, a smiley face will be drawn next to the LO in green or pink.
- Teacher comments and marking will be completed with a green pen, TA and support staff mark in pink pen.
- Students will be given a PIT (Personal Improvement Task/Target) when required, this should be something they can do at the start of the next day's lesson and will be completed in purple pen by the student.
- Incorrect spellings to be annotated SP (up to, but no more than 5). Students will copy correct spelling (which is placed in the margin where possible) 3 times, at the foot of their work. Grammar errors to be annotated with G, punctuation with a P. Corrections to be made at the foot of the work.
- Learning to be marked in the moment (Students may also mark where possible using purple pen). This enables all students to access feedback. If children are making good progress, students will be given a challenging task to move them on. If a child has a misconception or is finding a concept difficult, a green (or pink) dot is placed beside the work and the teacher gives verbal feedback there and then. They will then revisit the child later in the lesson to make sure they have fully understood and are progressing.
- The School overview marking sheet is completed one per every 2/3 days but covers every day. At present this is for English and Maths only.

### 2.4 Deal Class Marking Policy

- Highlighters - Great Green! - this part has achieved the learning objective (LO) or impressed us somehow. Ask an adult if you want to know more.
- Think Pink! - something was not quite right here. There will probably be an explanation at the bottom of the page, telling you what to do next.
- Writing - We will write comments in green pen. Read these comments! We write them to tell you what you can do to improve your writing skills. If you need to make corrections, you should do them in purple pen.
- Spellings - Any incorrect spellings will have the correct spelling written nearby. If there are words written at the bottom of the page, you need to write them out again.
- Tasks - Sometimes there will be a small task for you to do. It will be related to the work and it will be to stretch your brain! Answer these to the best of your ability.
- Notes
  - M- merit
  - VF- verbal feedback. This means an adult spoke to you
  - HB, HC, KS - the initials of the person who helped you with your work
  - IW- you worked independently

## 2.5 Walmer Class Marking Policy

- Highlighters - Great Green! - this part has achieved the learning objective (LO) or impressed us somehow. Ask an adult if you want to know more.
- Think Pink! - something was not quite right here. There will probably be an explanation at the bottom of the page, telling you what to do next.
- Writing - We will write comments in green pen. Read these comments! We write them to tell you what you can do to improve your writing skills. If you need to make corrections, you should do them in purple pen.
- Spellings - Any incorrect spellings will have the correct spelling written nearby. If there are words written at the bottom of the page, you need to write them out again.
- Tasks - Sometimes there will be a small task for you to do. It will be related to the work and it will be to stretch your brain! Answer these to the best of your ability.
- Notes
  - M- merit
  - VF- verbal feedback. This means an adult spoke to you
  - KD, RG, JP- the initials of the person who helped you with your work
  - IW- you worked independently

## 2.6 Chilham Marking Policy

We adopt learning objectives (L.O.'s) for all lessons.

- The full date and L.O. is recorded in books before any tasks are attempted.
- Teacher marking and comments are always completed in green pen
- TA marking will be made in blue/black pen.
- Annotation will be made as such: incorrect spelling 'sp'; grammar 'gr': wrong word 'ww'; new paragraph '//'; does not make sense '?'.
- Students will be asked to complete regular misspelt spellings before the start of the lesson.
- Learning to be marked in the moment (tick and flick with green pen)
- Peer/student marking will be in purple pen.
- When students make corrections to work, they are marked immediately in green pen.

## 2.7 Dover Marking Policy

We adopt L/O (learning objective) for all lessons.

- The L/O is to be recorded in books before attempting the independent task. If the L/O is met they will get the use of a stamp saying, '*Miss Harper says you're a star*'.
- Teacher comments and marking will always be completed in a green pen.
- TA marking will be made in **blue/black** pen.
- Students will be given a question when required, this should be something they can do at the start of the next day's lesson and will be completed in **purple** pen by the student.
- Incorrect spellings to be annotated 'Sp' (up to, but no more than 5).
- Learning to be marked in the moment (tick and flick, **green** pen)
- Students may also mark their own work in **purple** pen.
- If a student has a misconception or is finding a concept difficult, a **green** dot/c (correction) in a circle is placed beside the work, then the teacher gives verbal feedback (using a stamp) to ensure they can think and try again in the moment. They will then revisit continuously throughout the lesson to ensure they understand the tasks.
- If the students make corrections and get this right they will be ticked immediately.
- ? marks may be used if something does not make sense. Students need to read your work carefully and check it for mistakes.
- Here is the stamps used throughout the students books...
  
- **Purple** pens are used for self-marking, peer marking and making corrections.
- Highlighters are used to highlight key words and exam tips given by class teacher.
- **Green** pens are used ONLY by Miss Harper.

- **Blue/Black** pens are used by Supply staff/TA's/Support Staff



## 2.8 Bodium Marking Policy

We adopt L/O (learning objective) for all lessons.

- The full date and L.O. is recorded in books before any tasks are attempted.
- Teacher marking and comments are always completed in green pen
- TA marking will be made in blue/black pen.
- Annotation will be made as such: incorrect spelling 'sp'; grammar 'gr': wrong word 'ww'; new paragraph '//'; does not make sense '?'.
- Students will be asked to complete regular misspelt spellings before the start of the lesson.
- Learning to be marked in the moment (tick and flick with green pen)
- Peer/student marking will be in purple pen.
- When students make corrections to work, they are marked immediately in green pen.