

# Dean Valley Community Primary School



Dean Valley  
Community Primary

## Marking Policy

Person responsible for Policy  
Written/Agreed  
Review

Vicky McPherson/Casey McDermott

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## MARKING POLICY

### Review Annually

“Tell me and I forget, teach me and I may remember, involve me and I learn.”  
— [Benjamin Franklin](#)

Marking is a powerful integral part of Teaching, Learning and Assessment at Dean Valley and varies from subject to subject and from EYFS to KS1 to KS2.

### AIMS

- To raise the standards of all pupils.
- To provide positive and constructive feedback which leads to high levels of engagement and interest.
- To relate marking to planned objectives and children’s targets.
- To provide a record of pupils’ progress and effort.
- To ensure pupils know what they need to do next in order to achieve their targets
- To ensure all teachers comments are accurate about the work set and that the marking/feedback reflects high expectations for children to aspire to.
- To inform future teaching/learning objectives and planning

Meaningful and constructive feedback is the most valuable feature of marking, and within all Key stages marking will be completed with the child present as often as possible. No books are to be taken home to be marked as the amount of time required for the books to be quarantined will mean that marking will have less impact on the child.

### EYFS

Annotations of work are made by EYFS staff in order to formatively assess children to support final summative assessments throughout the year. These annotations are on varied pieces of work which are seen in learning journeys and on displays. Verbal feedback is given to children on a daily basis and they will also see ticks, smiley faces and stickers on their work and comments as appropriate.

In maths individual next steps are also given to children verbally, these are then displayed on the Next Steps Board in the classroom where they are referred to regularly for the children’s benefit and support to practise skills in order to make progress. Evidence of whole class maths work is also displayed in one whole class

maths journal which is annotated with initials and objectives clearly linked to the early learning goals.

### KS1

In KS1 the marking policy is followed alongside giving extensive verbal feedback so that learning and next steps are recognised at the time the learning takes place. Positive comments, smiley faces and stickers are used within books, where appropriate, to motivate and enthuse learners. Ticks against the objective will show the achievement in each lesson. Words/phrases and calculations which are good evidence are also identified by a tick. Areas to address, spelling, tense, punctuation will be identified in the margin using the marking key and the mistake made will be underlined for the child to easily identify. Teachers' marking should be done in purple pen. Children will then correct or edit their work using a green pen.

### KS2

Within KS2, teachers work with a focussed target group and take moments to move around the classroom to reflect on the learning taking place. 'Hot marking' is a process followed by all staff and this gives instant feedback to students on their progress. Verbal feedback at that moment in time will also allow the child to edit and improve their work straight away. Together, the teacher and pupil identify what has been done well and what needs further development. Examples and sharing of good practice using the smart screen will provide opportunities for children to learn how to mark and comment on their own work. Editing lessons will be planned into each literacy unit.

In mathematics, where possible, children will be given the chance to mark their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those they need to continue work on.

Throughout school the following key applies when marking to the objective:

Ticks/Double ticks in purple show where a teacher is impressed/very impressed with the learning that is taking place in the piece of work.

Where an error needs addressing or a piece of work needs to improve, this will be identified in the margin using the marking key. In KS1 the word/phrase or calculation that needs addressing will also be circled and identified for the child. Hot marking will allow the teacher to assess whether the mistake or misconception made will need addressing as a class/group as a 1:1 review if a single error.

Objectives are then assessed weekly using classroom monitor and evidence is noted for specific objectives for each year group.

Smiley Face/Sticker for effort = behaviour point towards their Bronze, silver and gold chart.

This applies to all areas of work – Literacy, Maths, Humanities, Science and so on. Teachers' marking should be done in purple pen.

Children's self-assessment is completed using a green pen and a traffic light system of red, orange and green will show their understanding of the lesson objective. This is done for every session and taken note of by teachers, allowing for interventions and support where needed. In maths, children will mark their own work and if their answer is incorrect, they will be encouraged to identify where they went wrong. In Literacy, lessons specifically for self-assessment and editing will be planned for accordingly with the objective in mind.

Children respond to marking daily. Marking improves the overall standard of the child's work and the child's perception of the work. As a school we have found that verbal marking/feedback has become a powerful tool and motivator and the school actively seeks the involvement of the learner within the process to endorse their right to an education which uses and develops talents and abilities.

Stickers and signatures towards their Bronze, silver and gold award cards are awarded for effort and achievement. The Head Teacher and Core Teams regularly review and evaluate a range of marked work across the whole curriculum. All marking is against the learning outcome/pupil targets/success criteria. Through Assessment for Learning, Mind Friendly Strategies and Co-operative Learning Structures, where possible, pupils are able to and encouraged to peer/ self-evaluate identifying clear next step targets. As a school we have developed the following, specific procedures for marking English and Maths.

## **Maths**

### **KS1**

1. Corrected work is marked ✓.
2. When a calculation is incorrect it is marked wrong and the child is shown how to correct the work. Year 1 and 2 – a dot indicates they need to have another go. A box indicates where the new answer should go.
3. If the whole concept is wrong, the work is discussed and no marks are made, the answers rubbed out or photocopy made and the work is repeated – further attempts to be indicated.
4. If numbers are written the wrong way round, they are demonstrated and repeated close by.

### **KS2**

1. Correct work is marked ✓.
2. When a calculation is incorrect it is marked wrong using a dot and a mistake can be identified by circling area in a longer calculation.
3. If the whole concept is incorrect, no marks are made, a verbal comment is provided and identified with v in a circle, re-teaching occurs, and the work is repeated (this may be at a later date).
4. Marks (out of ten/twenty etc.) are given whenever appropriate e.g. arithmetic
5. Wrong calculations are corrected independently during given time with support where needed.

## **English**

### **Progression through school**

1. Emergent writing is read back to the teacher who scribes and points out correct elements. Children will sometimes copy corrections.
2. Selective corrections are based on individual needs/targets or matched to the specific learning objective of the lesson.
3. Spellings are identified by sp (underlined for younger children) spellings to be corrected. If appropriate the correct spelling is written adjacent to the error or at the bottom of the page. Some incorrect words/punctuation etc. are indicated for self-correction. Children are encouraged to mark/correct their work through editing and redrafting.
4. Detailed Target marking applies to work done in Guided Writing Sessions.
5. Green pen is used by the children when responding to teacher's comments. This is an opportunity for children to develop sections of work according to their objective, success criteria and personal targets.
6. Verbal feedback is indicated by VF.

### **Other curriculum areas**

Work in other areas of the curriculum shows less correction however, key subject vocabulary and year group spellings are expected to be correctly spelt in KS2 and as appropriate in KS1, according to ability. Learning objectives will be marked with a purple tick if achieved, two purple ticks if exceeded and green steps if further work is needed to meet it. Stickers towards the bronze, silver and gold award will be awarded for effort and achievement.

### **Homework**

All homework will be submitted using the Teams platform where teachers will respond by commenting on the file, image or document. This will also ensure all pupils have access to their platform from home in case pupils have to complete home learning due to Covid-19.








### **Monitoring**

- The marking policy is to be consistent with key elements of teaching and learning policy.
- Marking is included within the schools ongoing monitoring policy to ensure a consistent approach is followed.
- Results of monitoring will be fed back on a general basis and through monitoring proforma.
- The policy will be reviewed by Staff during a staff meeting.

This policy is reviewed regularly by teaching staff.

This policy was reviewed by the SLT in consultation with teachers, it was agreed that every Teacher should follow the school's marking key and display it in each class area so that pupils are fully aware of what the symbols mean.

## Dean Valley Community Primary School Marking Key

	<p>One tick next to the objective shows the objective has been achieved.</p>
	<p>Two ticks next to the objective shows the objective has been exceeded.</p>
	<p>Objective not met and next steps needed. This would be seen next to the objective.</p>
	<p>Dot next to a calculation or sentence shows a mistake has been made</p>
<p><b>CL</b></p>	<p>In margin or next to a word would show missing capital letter.</p>
<p><b>FS</b></p>	<p>In margin or next to a word would show missing full stop.</p>
<p><b>P</b></p>	<p>In margin or next to a word would show missing punctuation.</p>
<p><b>SP</b></p>	<p>In margin on line which identifies the error in spelling for Upper KS2 Lower KS2 and KS1 SP in margin and incorrect spelling, grapheme, digraph, trigraph</p>
<p><b>T</b></p>	<p>Incorrect tense use</p>
<p><b>V</b></p>	<p>Vocabulary choice</p>
	<p>In margin or within sentence shows a missing word from sentence</p>
<p><b>VF</b></p>	<p>Verbal feedback given</p>
<p>Praise comment / sticker</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Sticker use or simple short comment to celebrate effort and success</p>