



Benthal Primary School

Marking Codes Policy

Agreed by	Chair of Governors
Approval Date	Autumn 2022
Review Date	Summer 2025

Benthal Primary School Marking Policy

Aims:

We mark children's work and offer feedback in order to:

- provide assessment and promote self-assessment
- gauge their understanding, and identify any misconceptions
- create a dialogue between the teacher and child
- encourage pupils to always be the first markers of their work
- provide oral and written feedback against the learning intention
- ensure pupils know the way forward/next steps
- improve pupil self-esteem through positive comments and praise
- allow all children to have the right to make the best progress that they can

Expectations:

- **Prompt marking** enhances assessment feeding into planning so marking should be completed preferably by the next session. In all cases work should be marked within a week. Marking with a child is the most effective model.
- Staff should use a **red pen**.
- Learning Intention should be highlighted with a yellow highlighter if achieved.
- In Extended Writing Books, the 3 best examples of how the learning intention has been met should be highlighted in yellow.
- **All staff** should be involved in the marking/feedback process.
- **Focused in-depth marking** where constructive comments give the next steps should be completed at least once a week in literacy and numeracy. Questions should be used to extend thinking and children respond in green pen.
- The main focus of the marking should be against the **learning intention**. (Spelling, punctuation, handwriting, formation of numbers may also be referred to where necessary but this should not detract from the main focus. If you mark spelling or punctuation children need to be clear what to do next. For example: Look, cover, write, check or put it in the back of their book)
- Along with the learning intention **key vocabulary** is also introduced according to the focus of the lesson and pupils are expected to demonstrate ability to use these in their work.
- Marking should aim to be **positive, enhancing self-esteem**.
- Every other piece of learning in curriculum, topic, RE and any other books **MUST** be marked using the codes and positive praise. Next steps where possible.
- Children should be encouraged to **edit, redraft and self-assess** wherever possible using a green pen. Staff should acknowledge improvements to show they have been looked at. **Children should be provided with 5/10 minutes at the beginning of a lesson to respond to marking using green pen or at some point in the day.**
- Peer/Self marking should be used at least once a week (however do not introduce this until children are clear how to mark to the learning intention).

Younger children

For younger children, **verbal feedback** is often the most appropriate and effective way of encouraging children to make progress and to correct their misconceptions. The main focus of the marking should be against the learning intention/ success criteria and write the code VF.

Nursery

Child initiated activities occur in a 'learning through play' environment, although the teacher will have a focus and make this clear to children.

Year 1 and Reception

- The learning intention will always be displayed and shared verbally with the children but **in Reception** not necessarily displayed in individual children's books.
- In-depth marking should refer to the Learning Intention and Success Criteria.
- **Year 1 only** - Written feedback given after or in a lesson/guided group should be looked at with an adult (once literacy and once numeracy per week). As children progress they should be encouraged to respond to marking with independence.
Underline a maximum of 3 spellings.
- Praise children in a variety of ways (verbally, smiley faces, teacher's comments, stars and stickers)
- Use the marking codes as age appropriate.
- Use the Whole School assembly to celebrate work verbally.
- Scribe under children's own attempts. Write exactly what they say as this is a true record of their composition.
- Encourage children to self/peer assess and discuss improvements that could be made (finger spacing, spelling, punctuation but most importantly focusing on the learning intention).

Reception

In reception children receive verbal feedback, twice a week as a minimum; this should refer to a specific Learning Intention and Success Criteria.

Older children (Year 2 and above)

Lesson time should be planned to give children an opportunity to:

- read and respond to teacher comments (Improvement session)
- have a mini plenary halfway through the lesson where children put their finger on / read to a partner one place they have used the success criteria.
- reflect, self assess and peer mark their work in the plenary or at another time.

Lessons should include:

- A child friendly **learning intention**
- Appropriate **vocabulary** indicating topic related terminology
- An **improvement time** where the child has the opportunity to read and act on marking.

The following forms of marking could be used:

- **Verbal feedback** by the teacher
- **Self-assessment** - child underlines where he/she has used the success criteria and writes comment in green pen, or the smiley face system (teachers acknowledge).
- **Peer marking** (teachers acknowledge) - 2 children show each other their work and they highlight good examples of the S.C.-children need training in this. (see guidelines).
- **Teacher highlighting** (extended writing only) examples of where the learning intention has been achieved - use a yellow highlighting pen (3 best examples).
- Teacher writing a child-friendly **comment** showing clear **next steps**. (Examples may need to be given where children might not understand what the next step is: try to use a powerful verb e.g. screamed)
- **Shared marking** – use a visualiser to mark as a whole class/group
- **Rubric** - children stick the learning intention and vocabulary in their book and assess against this.

Questions for teachers:



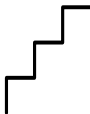

- Can the children read and understand my comments?
- Do I give them time to respond to my comments?
- Do I give them clear next steps?

Monitoring:

This will take place through:

- Staff meetings where staff have an opportunity to reflect on their books and share with colleagues
- Co-ordinator / SLT book scrutiny
- Lesson observations

Marking Codes

Grammar	
Tense	T
Spelling error	Sp (Correct spelling is recorded in the margin)
Homophones	H
Punctuation	P
Capital letter	CL or <u> </u>
Full Stop	FS or ○
Look again	
New paragraph	//
New sentence	/
Missing Words	^
Next Steps	
Correct answer	
Incorrect answer	. or circled
With support	S
Independently	I
Marked by Teacher / TA / Supply/Cover Teacher	T / TA / ST/CT
Verbal feedback given	VF
Guided group	GG

Yellow highlighter – good example of learning intention

Peer marking guidelines

Reception

Teachers model how to positively feedback to peer

Children should by the end of reception be giving feedback to another child using the learning intention

Year 1

Teachers model how to positively feedback to peer and introduce an improvement

Children should by the end of year 1 be giving feedback to another child using the learning intention and give an improvement

Children could begin to use the green pen on their own and others work to show positive work in relation to the learning intention

Year 2 and above

1. Put the book **in the middle** where you can both see it.
2. Read your work **aloud** to a partner, making any changes you need to as you go e.g. if you've left words out or spelt something wrong.
3. Make only **positive comments** about each others work.
4. Then agree on **3 places** where the writer has used the **success criteria** and underline these with a green pen.
5. Find a place where the writer **could have** used the success criteria and put an arrow there.
6. The listener should make a **comment** based on the success criteria and make a suggestion linked to the success criteria
Well done for
Now try and

Good comment:

I like the way you used powerful verbs. Now try and use your senses.

Minimum Expectations

- All learning must be marked in accordance with the Marking policy.
- Year 1 up - Each week you must ensure that at least 1 piece of maths and 1 piece of literacy is marked with next steps and the child has responded in green pen.
- Reception – Each week you must ensure that at least 2 pieces of work has verbal in-depth marking with a verbal response from the child.
- Every other piece of learning in curriculum, topic, RE and any other books MUST be marked using the codes and positive praise.
- Learning codes must be used for every lesson.
- Teacher's spelling, punctuation and grammar is correct and accurate
- The majority of marking is recognising success and so helps to build confidence as well as improve learning.
- Year 2 up. Peer and self-marking seen in books every week with a green pen. Teachers must check the work and initial it.
- Pupils should self-assess using the Learning Intention and Success Criteria once a week.

Good or better Expectations

- Detailed marking for all pieces of learning. This would include peer and self marking.
- There is evidence of self/peer-assessment being a regular activity; children know what they are good at and what they need to do to improve.
- **Regular, detailed evidence of effective next step marking with high quality pupil responses.**
- Children revisit and respond to previous learning through written, post-task questions
- All children are set relevant, accurate next step which are evaluated and assessed
- Learning is clearly amended or adapted in light of marking, feedback and response

Outstanding Expectations

- Strategies exist to acknowledge/celebrate achievement of next steps
- Children are involved in setting next step for improvement
- There is a very good level of response to personalised comments from teachers in all curriculum areas
- Comments from the teacher are particularly focussed and diagnostic, revealing very good subject knowledge that helps children to improve
- Children actively demonstrate understanding of next steps set and can set their own next steps for improvement

This Policy was revised in November 2022

Date for Review Autumn 2025