# Inspire ⭐ Believe ⭐ Achieve

*'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.' 1 Timothy 4:12*

## Marking Policy

### Intent

Feedback, including effective marking, is an essential part of good education. Feedback can take many forms including spoken or written marking, peer marking or self-assessment. High quality feedback, in whatever form it is given, will be evidenced in how pupils are able to tackle subsequent work.

The staff and Governors review this policy annually to ensure that it reflects current research evidence and ensures that our policy promotes excellent pupil progress whilst eliminating unnecessary teacher-workload.

At Yealand CE Primary School we agree marking has only one aim, to advance pupil progress and outcomes. Marking should acknowledge pupils' work, check outcomes and inform decisions about what teachers and pupils need to do next in order to drive progress.

Our policy aims to ensure that all written marking should be meaningful, manageable and motivating. All feedback (of which marking is a small part) is focussed on pupil progress, developing good teacher-pupil relationships and raising pupils' self-esteem.

### Implementation

All marking is to be completed in a clear legible hand aligned to the school handwriting script. To manage marking, Post-it notes may be used to show a pupil where response is required.

### Marking across the school

- To help pupils understand what they have done well Tickled **Pink** marking is used by teachers.
- To help pupils understand how to improve Growing **Green** marking is used by teachers
- **Purple** editing is used by pupils
- Teacher comments – any other colour not listed above
- Peer assessing – pupils will sign any assessment completed with the date

### Marking of Spelling errors across the school

KS1 – 1 HFW only (RED words)
KS2  - up to 3 words per piece of writing

### Key Stage 2 Non-Negotiables
Pupils in Swallow Class (KS2) have a set of Non-Negotiables that are set for all work completed, these are displayed in the classroom.

- Full date, written on the right hand side of the page for Literacy
- Short date, written on the right hand side of the page for Mathematics
- Next line, a title or learning objective (WALT)
- Underline with a pencil both the date and title/learning objective (WALT)
- Handwriting pen only for Literacy

- Pencil for Mathematics
- All sentences begin with a capital letter
- All sentences end with full stop or punctuation
- Write in cursive handwriting unless otherwise asked

**Codes used when marking for feedback**

| | |
|---|---|
| CL | Capital Letter |
| . | Full Stop |
| Sp & underline the word | Spelling |
| * | This is good |
| FS | Finger Space |
| ? | what is this |
| / | new line |
| // | start a new paragraph |
| ^ | word missing |
| VF | verbal feedback |
| S | supported work/activity |
| SC | self-corrected |
| I | independent |
| HW | Handwriting |

**Impact**

Consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.
Pupils know how well they are working, what their strengths are and what to do next to improve.