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ST STEPHEN'S INFANT SCHOOL



POLICIES

Marking Policy

REQUIRED REVIEW FREQUENCY		EVERY 2 YEARS
NEXT REVIEW DATE		January 2026
VERSION	APPROVED BY	DATE OF APPROVAL
3	Education	1 May 2024
KEY CHANGES: Changes in green		

Approved by.....
(Emma Ball)

Position: Chair, Curriculum Committee



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Rationale

The school's vision expresses a clear commitment to:

- enabling each person to realise their full potential

Marking should have a positive **impact** on children's learning and progress.
Marking needs to be consistent and in line with this policy throughout the school.

Central to this policy is the need for children to be given time to:

- discuss their learning/next steps
- respond to feedback made by the adult marking their work
- embed any suggestions


Marking should be:

- **'Meaningful', 'Manageable' and 'Motivating'**
- Be effective, sustainable and time efficient for teaching staff
- Benefit children, teachers and parents/carers by checking in a diagnostic way to see whether concepts have been understood
- Act as evidence of attainment when the marking is set against set criteria/learning objectives [focused marking]
- Focus on the child's achievements and demonstrate that the effort a child has made is valued and appreciated, linking to Elli characters (learning attitudes) or Growth Mindset praise
- Enable children to evaluate their own progress and learning
- Establish high expectations for the presentation of work
- Identify next steps for learning
- **Not contain lengthy written comments**


Marking Methods and Symbols

All marking and comments need to be written clearly and neatly in black or blue ink.

Work needs to be dated – this can be on stickers, sheets, handwritten etc

 A wiggly line is used to show that a child needs to think about this aspect of their work.

Correct work is ticked. ✓

Smiley face symbols, stars, stickers etc are used to indicate praise. 
Elli character stickers are used to acknowledge the specific Elli learning skills displayed by the child. E.g. Making links in their learning -> Spider



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Use a sad face symbol to show when work is unacceptable in terms of presentation and/or effort.

to show when work is unacceptable in terms of presentation and/or effort.



Triangle symbol at the end of the work indicates Target/Development point for the child.

Letter shorthand to support marking process:

I = Independent work

D= Work discussed in the presence of the child. [Verbal feedback]

S= Support given to child during the work. (May refer to a small section of the work indicate with brackets if this is the case.)

G= Guided session.

PS= Peer support

O = Child marked their own work or 'peer' marking

FAIL → First Attempt In Learning

SAIL → Second Attempt In Learning

NY – Not (achieved) yet.....

When stickers showing the learning intention/focus are used the teacher and/or child may tick boxes next to relevant success criteria when achieved.

Correcting mistakes:

- When writing, children are only to use erasers with classteacher's permission. A single line should be drawn through mistakes.
- Adventurous spelling/word selection should not be penalised – appropriate words should be selected throughout the piece of work. Some words can be listed at the end of the work for the child to practise.
- If a child cannot remember what they have written mark the work with a **D** for discussion and record that the child had difficulty recalling their thoughts.
- Editing and correcting mistakes should be part of everyday practice in all year groups, with Year 2 children working independently (also in pairs) to edit, redraft or correct mistakes/make improvements. Year 2 children use purple pens to distinguish any changes made to their learning.



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Frequency of Marking

EYFS

Opportunities for feedback/marking include:

- small group learning
- in writing books
- Independent learning (if noted)
[Identify links with use of 2Buildaprofile assessment software]

KS1

English and Maths 'Focused Marking'

Where/when appropriate focused marking linked to the Learning Objective (L.O) will take place for each child following:

- Guided Groupwork ('G')
- Whole class Maths and 'Big Write' sessions including Feedback Frog Writing conferences

The name of the Guided and/or focus group* will be clearly indicated in the planning.

Work is marked to the L.O. and a Target/Development point  recorded at the end of the work.

Work may be self-assessed and marked by an adult using the Every Time I Write checklist sticker. In Year 2, a writing checklist will be used from Term 3 onwards to mark against the end of year expectations for Writing.

Box Marking

On longer pieces of writing staff may use a highlighter pen to draw a box around a section of the text. This section will be focus marked by the teacher. The child will have an opportunity to review the marking and respond to the feedback in the usual way.

English and Maths 'Non-focused' Marking:

All work to be supplemented with any of the agreed marking symbols where necessary.

Science/Foundation Subjects/Topic Marking

All work to be supplemented with any of the agreed marking symbols where necessary.

Children marking their own work and 'Peer' marking

Children will also be given opportunities to:

- mark their own work ('O'-coding) eg. Every Time I Write checklist sticker
- mark each other's work



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Supply Teachers/Trainee Teachers

Supply teachers or trainee teachers will initial marked work.

Parents/Carers

Parents/Carers will be informed of our marking methods during parent/carer consultation and via the school website.

Types of Feedback

We have identified three types of feedback: Immediate, Summary and Review.
See Appendix 1.

Maximising the impact of Feedback

To maximize the impact of feedback staff will:

- share feedback with the children throughout the lesson or as soon as possible after the learning has taken place – rapid feedback e.g. at the end or beginning of a guided group session
- **give children time to read/interpret and respond to feedback – this is crucial and needs to be timetabled into learning sequence.**
- allow children to share/feedback to each other/other groups and/or the rest of the class

Each child needs to be given time to look at the teacher's feedback and respond to target/development points.

Staff will ensure that each child regularly receives supportive, meaningful feedback on an individual and/or small group level. e.g. 'Big Write' feedback

Feedback to Parents/Carers

Parents/Carers will be given opportunities throughout the year to come into school to:

- *Striving, Supporting, Inspiring, Succeeding* meet with teaching staff and discuss children's progress, attitude to learning etc

Each year teaching staff will share a report for Parents/Carers which summarises each child's progress, attainment and attitude towards learning.

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Appendix 1 - Types of Feedback @ SSIS – reviewed Term 6 2017					
Type	What it looks like	Keep	Try	Lose	Evidence (for observers)
Immediate 'Live Marking and Feedback'	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching, including whiteboards, book work, etc. Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action. May involve use of a teaching assistant to provide support or further challenge. May re-direct the focus of teaching or the task. May include highlighting/ annotations according to the marking code. May be given by an adult or peer. 	<ul style="list-style-type: none"> TAs involvement eg. Adding comments/marking/annotatin g. Train in marking codes/policy etc. Elli stickers Effort praise Growth Mindset praise Process vs. Product Marking codes Verbal feedback 			<ul style="list-style-type: none"> Lesson observations/learning walks. Some evidence of annotations or use of marking code. Improvements evident in books, either through editing or further working.
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity. Often involves whole groups or classes. Provides an opportunity for evaluation of learning in the lesson. May take form of self- or peer-assessment against success criteria. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> Elli stickers Plenary sessions (mini plenaries) Peer feedback (Y2) 	<ul style="list-style-type: none"> Mistake of the day Peer feedback (EYFS/Y1) 		<ul style="list-style-type: none"> Lesson observations/learning walks. Timetabled pre-and post - teaching based on assessment. Some evidence of self- and peer-assessment. May be reflected in selected focus review feedback (marking).
Review	<ul style="list-style-type: none"> Take place away from the point of teaching. May involve written comments/ annotations for pupils to read/ respond to. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to next steps being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> WALT/WILF/ stickers Marking codes 	<ul style="list-style-type: none"> Acknowledgement marking Feedback Frog (need to review format of to slim down) Involvement of parents/carers 	<ul style="list-style-type: none"> Lengthy written comments by class teachers 	<ul style="list-style-type: none"> Acknowledgement of work completed. Written comments and appropriate responses/action. Adaptations to teaching sequences tasks when compared to planning. Preview. Informs purpose to next session (verbal feedback included). Use of annotations to indicate future groupings.