



This policy was discussed and revised with reference being made to the Education Endowment Foundation (EEF) review of the evidence on written marking, 'A Marked Improvement', and to the Marking Policy Review Group report, 'Eliminating Unnecessary Workload Around Marking'.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of **acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next**, with the **primary aim of driving pupil progress**. **This can often be achieved without extensive written dialogue or comments.**

The quantity of feedback should not be confused with the quality. **The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.**

There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach, and trusting teachers to focus on what is **best for their pupils** and circumstances and the age of the pupils.

All marking should be **meaningful, manageable and motivating**:

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Green, orange and pink highlighters pens are used to show where objectives have been achieved or need further work.

- Stamps (pictured right) to be used when marking.

Assessed by:
SELF PEER TEACHER

- **VF** to be written/stamped if needed as a prompt in the margin– next to where this verbal feedback was given. A word or phrase may be used to explain the VF.
- **SP** to be written in the margin and the incorrect spelling to be **underlined**- children to use resources to find and correct the spelling (staff to use judgement as to the ability of the child if the spelling is written for them or not)
- **Intervention** to be written alongside/underneath where rapid intervention has taken place and a key word to identify area of intervention - highlighted using traffic light colours as required.
- Green pens to be used by pupils to respond to any questions / prompts.
ALL feedback **MUST** be acted on if required.
- When giving feedback remember to use 'now try'. These prompts should always :
 - Encourage self-improvement
 - Redirect or refocus learning (e.g through a question)
 - Give specific advice for moving forwards
 - Challenge pupils
- **Empowering Learning intentions** to be identified at the top of the children's work where required (weekly/daily) and highlighted using the traffic light colours.



English specific	Maths specific
Date and learning intention should be obvious on every piece of work.	Learning intention grid to be highlighted in green, orange or pink to show achievements
The success criteria grid should be used for success criteria/ feedback sheets - this should be used for every piece of extended writing	Where children are struggling, make a comment (be specific, e.g. carrying tens)
Success criteria achieved should be highlighted in green.	
Every success criteria grid will show evidence children's responses. Final pieces of writing DO NOT require in-depth marking.	

Other curriculum areas: differentiated objectives will be highlighted green, orange or pink.

Homework: this will be ticked, stamped, or a brief comment made if appropriate.