

Vernon Primary School



Marking Policy

'Nobody else is quite like me'

Rationale and Vision

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every pupil. It should be approached professionally, purposefully and sensitively, with respect for the individual pupil's achievements.

Principles of assessment at Vernon Primary School are:

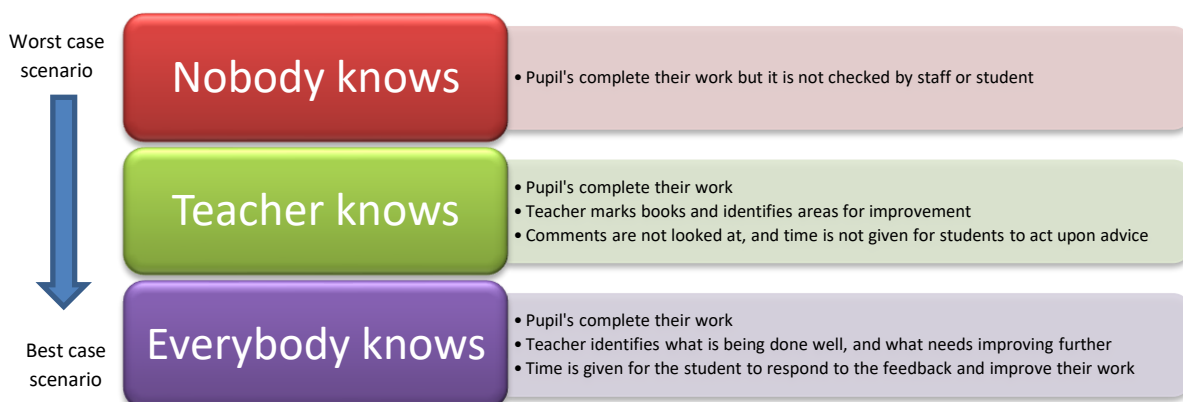
- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share next steps with pupils and ensure pupils are challenged.
- To involve pupils with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To identify pupils who may require additional support
- To inform parents and other interested parties of pupils' progress
- To complete a critical self-evaluation of the school

Assessment for Learning

Assessments for learning are opportunities which are a natural part of teaching and learning; these opportunities are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a pupil has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Vernon Primary School we will:

- Ensure **pupils** are secure in their understanding of the learning objective and encourage them to evaluate their learning using self-assess colours (red - challenging; yellow - understood but requires consolidation; green - confidently understood).
- Ensure (where appropriate) that **pupils** are involved in marking their own or a peer's learning so that it becomes second nature to review their own learning.
- **Adult** to evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons and learning tasks adapted when appropriate.
- **Adults** will use assessment to adjust plans to meet the needs of the pupils.
- **Adults** will provide pupil with feedback that it is constructive and informative in accordance with the whole class feedback marking policy.
- **Pupils** (under the guidance of an adult) will use whole class feedback approach to further review their learning from previous lessons.
- **Teachers** will incorporate both formative and summative assessment opportunities in medium-term and short-term planning.
- **Teachers** will assess all subjects at least termly using a common format and make relevant comments about pupil's progress, especially those working towards or above the national average.



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Marking and Feedback – Early Years Foundation Stage

- Marking will be carried out verbally, sharing with the pupil where they have achieved the learning objective and areas for development.
- Child-led initiated activities are put on to the Online Learning Journey and assessed against the Early Learning Goals and Characteristics of Effective Learning; verbal feedback about a pupil's learning will often be given verbally to the pupil during their chosen activity.
- See example below of Foundation Stages online Learning Journey:

The image shows two parts of the Tapestry Online Learning Journal interface. On the left is the 'Tapestry Log In' section with fields for 'Email' and 'Password', a 'Remember me on this computer' checkbox, a 'Forgot your password?' link, and a 'Sign In' button. On the right is a sidebar with 'Assessments' and 'Characteristics of Learning'. Under 'Assessments', there are two items: 'Personal, Social and Emotional Development – Making Relationships – ELG' and 'Mathematics – Numbers – ELG', both marked 'EMERGING'. Under 'Characteristics of Learning', there are two sections: 'Playing and Exploring' with sub-points 'Playing with what they know', 'Representing their experiences in play', 'Being willing to have a go', and 'Showing a 'can do' attitude'; and 'Active Learning' with sub-points 'Enjoying achieving what they set out to do' and 'Enjoying meeting challenges for their own sake rather than external reward or praise'.

Marking and Feedback – Key Stage 1 & Key Stage 2

General Guidance

Each piece of work must have the learning objective as the title and the date (underlined). **High standards of presentation will be encouraged in all pieces of work.** To indicate that the pupil's work has been marked, the teacher will use the following codes to indicate the pupil's next steps:

- ✓ - the objective has not been understood. This needs to be revisited.
- ✓ ✓ - The objective has been partially understood. Reinforcement is required.
- ✓ ✓ ✓ - The objective has been fully met.

All work should be marked using a black pen.

English

- Identify errors in the margin using the marking code.
- Identify a next step, when appropriate, with footprint stamp, at the end of a piece of work. Next step target must be reflective of year groups writing grid expectations (see [Appendix A](#) for example)
- If appropriate (KS1) identify the error under the word.
- Use ticks to identify areas of the work which are good
- Set up feedback and improvement (FIT) slide for the next day (see [Appendix A](#) for example of feedback slide).
- The feedback and improvement (FIT) slide will focus on developing self-editing skills, as well as identifying pupils' EGPS misconceptions, along with a reminder for all pupils to check their next steps comment.
- At the start of each lesson, highlight a few children who have worked particularly well. Children who are highlighted will receive a dojo as a reward.
- After an extended piece of writing, complete the feedback slide before the pupils' edit.
- Each child to have an individual target card in their English books that they are aiming to complete. It must be reflective of year groups writing grid expectations (see [Appendix A](#) for example)
- Use marking to annotate and inform weekly planning.
- High standards of presentation will be encouraged and praised.

Mathematics

- Mark all work with a ✓ or .
- Set up feedback and improvement (FIT) slide for following day (see [Appendix A](#) for example of feedback slide).
- On the slide ✓✓✓ section should have 3 levels of activity based on difficulty. Every pupil must start at 1*
- At the start of each lesson, highlight a few children who have worked particularly well. Children who are highlighted receive a dojo as a reward.
- Use marking to annotate and inform weekly planning.
- High standards of presentation will be encouraged and praised.

Curriculum – other curriculum areas

- ✓ - Improvements required due to misconceptions. Verbal feedback offered and the work will be adapted or changed.
- ✓✓ - No written feedback required. The work demonstrates good progress against the objective and is well presented.
- ✓✓✓ - No written feedback required. The work exemplifies the learning and is presented in a thoughtful and creative way.
- Use marking to annotate and inform planning.
- High standards of presentation will be encouraged and praised.

Homework

- All pieces of homework should be marked in black pen or marked online when submitted or completed through learning platforms.
- When marking, ticks should be used to acknowledge that the teacher has read the work and a positive comment made, linked to the task.
- Comments should be seen as an opportunity to communicate a pupil's progress with parents or carers.
- High standards of presentation will be encouraged and praised.

Policy Date – September 2026

Review Date – September 2029

Ratified by Governors – September 2023

Appendix A

Marking codes for English:

<u>Crack the Code:</u>	
Aa	Capitalisation
P	Punctuation
Sp	Spelling
-	Cohesion

Example of writing grid expectations:

NAME:	TYPE OF WRITING:	
End of Year 1 – <u>WORKING TOWARDS</u> THE EXPECTED STANDARD		
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:		
Demarcating some sentences with capital letters and full stops		
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly		
Spelling some common exception words		
Forming lower-case letters in the correct direction, starting and finishing in the right place		
Forming lower-case letters of the correct size relative to one another in some of the writing		
Use spacing between words.		
End of Year 1 – <u>WORKING AT</u> THE EXPECTED STANDARD		
The pupil can write a narrative about their own and others' experiences (real and fictional)		
Demarcating many sentences with capital letters and full stops		
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly		
Spelling many common exception words		
Forming lower-case letters in the correct direction, starting and finishing in the right place		
Forming lower-case letters of the correct size relative to one another in some of the writing		
Use spacing between words that mostly reflects the size of the letters.		
Using some expanded noun phrases to describe and specify		
Using present and past tense mostly correctly and consistently		
Using co-ordination (or / and / but)		
End of Year 1 – <u>WORKING AT GREATER DEPTH</u> WITHIN THE EXPECTED STANDARD		
The pupil can write a narrative about their own and others' experiences (real and fictional)		
Using sentences with different forms in their writing:	Statements	
	Questions	
	Exclamations	
	Commands	
Write sentences that are sequenced to form a short narrative (real or fictional)		
Write about real events, recording these simply and clearly		
Using some subordination (when / if / that / because)		
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		
Spelling most common exception words*		
Using the diagonal and horizontal strokes needed to join letters in some of their writing		
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
Using spacing between words that reflects the size of the letters		

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Example of English FIT:

CLASS: Teachers		DATE:	FIT English (Feedback & Improvement Task)
Celebrations (awarded 1 dojo)			
<u>Crack the Code:</u>		<u>Suspicious Spellings:</u>	
Aa	Capitalisation		
P	Punctuation		
Sp	Spelling		
-	Cohesion		
		Please remember to read your next step comment (if you have one) and your target carefully.	

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Example of Maths FIT:

CLASS: Teachers	DATE:	FIT Maths (Feedback & Improvement Task)						
Celebrations (awarded 1 dojo) AMAZING effort today...								
✓ Working with the Teacher Please come to the Carpet	✓✓ Calculate the following: 724 ÷ 4 185 ÷ 5 246 ÷ 2	✓✓✓ <table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="width: 10%; text-align: center;">*</td><td>724 ÷ 4 185 ÷ 5 246 ÷ 2</td></tr><tr><td style="text-align: center;">**</td><td>96 ÷ 5 87 ÷ 4 33 ÷ 2</td></tr><tr><td style="text-align: center;">***</td><td>27 ÷ 5 87 ÷ 3 36 ÷ 7</td></tr></table>	*	724 ÷ 4 185 ÷ 5 246 ÷ 2	**	96 ÷ 5 87 ÷ 4 33 ÷ 2	***	27 ÷ 5 87 ÷ 3 36 ÷ 7
*	724 ÷ 4 185 ÷ 5 246 ÷ 2							
**	96 ÷ 5 87 ÷ 4 33 ÷ 2							
***	27 ÷ 5 87 ÷ 3 36 ÷ 7							

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