



Inspiring Learners, Growing Together

Castlethorpe First School • North Crawley CE School • Sherington CE School • Stoke Goldington CE School
St Andrews CE Infant School • Newton Blossomville CE School

The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness. Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.

“Whatever we do, we work at it with all our heart”

Colossians 3:23

Marking Policy

Introduction

Our marking policy is focused on ‘**Assessment for Learning**’ for both the pupil and adults (including parents) supporting pupil’s learning. It takes into account teacher workload and is simple but effective in supporting progress of learning and requirements for further teaching. We believe marking should be positive and appropriate to the subject and nature of the task.

It is fundamental that marking is seen as positive and supports a growth mind-set and a learning environment in which it is ‘**safe to fail**’ and where children learn from mistakes.

Our marking policy is focused on four key questions;

1. **What do we want pupils to learn in this lesson? (Learning Intention)**
2. **How are we going to facilitate the learning? (Teaching and learning activities)**
3. **What have pupils learned? (marking/assessment for learning)**
4. **How will we support/extend future learning needs? (Next steps)**

What do we want pupils to learn in this lesson? (Learning Intention)

A learning Intention (LI) is written at the top of each piece of work in Key Stage 1 (and as appropriate in Early Years). It is short, succinct, focusses on a skill and is the intended learning for the outcome of the lesson. The learning intention comes directly from the planning which has been planned from the key curriculum skills/ statements in each subject.

How are we going to facilitate the learning? (Teaching and learning activities)

The learning intention is explicit and clear for pupils in lessons taught, either verbal or written, and the recorded learning activities reflect the intended learning. Planning and teaching match the learning intention which is reflected in the work in books

What have pupils learned? (marking/assessment for learning)

Adults supporting the learning assess pupils throughout the lesson, this informs marking and feedback which mainly occurs during and as part of the lesson, and occasionally after the lesson. Assessing the pupils work against the learning intention tells pupils what has been understood, what needs to be supported/practised and extends learning. It sometimes acts as a reminder for adults as to next steps/ achievements.

We have a simple marking system that informs adults and pupils about progress of learning and next steps for learning (see below)

How will we support/extend future learning needs? (Next steps)

During lessons teachers or teaching assistants may support or extend pupils learning. This will be marked in the books with an **S** or **EXT**. Work in books will evidence the support (modelling/scaffolding) or challenge.

Next Steps for learning may be evident in annotated planning

i.e. Next Steps – all chn need to consolidate bonds to 10, plan for tomorrow/ Green grp need challenge – calculate with 3 digit numbers tomorrow. Future planning and work in books will evidence these next steps.

Individual Next Steps will be evident by a 'NEXT STEPS' and a simple comment in books that pupils are given time to respond to e.g.

L1 to use conjunction

Write a sentence using because.

Not every piece of work will have a next step, only use to support pupil progress.

Pupils may also have 'toolkits', checklists or individual targets to refer to;

For Example;

Have you used:	Check
Full stops	
Capital letters	
Neat/joined handwriting	
Adjectives	
Conjunctions	
Read through, does it make sense?	

Our schools use

green for good

pink for think

The coloured pens will be consistent throughout the school.

Marking **MUST** be purposeful to support pupil progress.

It must be;

- Simple
- Written legibly
- Support or extend learning

Most marking will be done with the pupil during the lesson

Village Schools Federation Marking Prompts

Use green pen to identify achievements and feedback

Use a pink pen to identify corrections

Learning Intention: – not achieved
ü partially achieved
üü fully achieved

Marking Examples:

w^s – spelling fix (appropriate to child's level)

Stop^o – missing punctuation . ? !

oⁿce – capital

Verbal Feedback: VF- re-read

punctuation

spelling

support with – ideas

holding a sentence

stamina

These may be seen at any point during the work.

Date expectation: All subjects: Full date by end of Yr 1

Maths: Short date

Involvement of children

Assessment for learning/markings should ideally take place during the lesson with the pupil, but may be after the lesson. Assessing learning with the pupil allows for immediate feedback to support/extend a pupil. If work is marked outside the lesson time must be given for children to acknowledge the marking and respond to next steps if appropriate.

Pupils self -assessment of their learning is important; pupils may be asked to use thumbs up, neutral or down to self- assess how they found the learning in the lesson. Teachers can use open ended questions to assess pupils understanding.

Pupil's comments should be written on work to inform adults of depth of learning and self -assessment i.e. 'Sam said 'I know $30+30=60$ because $3+3=6$ ' OR 'a comma is like a pause in a sentence'. It is useful for TAS to write comments made by pupils during input sessions on stickers that can be added to work as additional evidence of learning.

Additional Needs / SEND

Marking may also support targets identified in a children's Individual Education Plans.

EYFS

Learning Intentions are written at the top of work as necessary.

Most feedback is verbal in EYFS supporting the progression of learning. Recorded work maybe marked as **TD** - Teacher Directed and the level of independence evidenced with **I or S** (or stamp).

Progress in learning in EYFS is clearly evident on the 2simple/Sonar Assessment profiles for each child and is cross referenced to the early Learning Goals. Other forms of written evidence, such as the In the Moment Planning observation forms, are used.

In EYFS marking is appropriate to the stage and development of the children and the task. Marking symbols are evidenced on the inside cover of any work books/journals. Children, parents and staff are clear about marking symbols used in EYFS classrooms. When appropriate during the year, the Next Steps stamp may be used.

Subject specifics

Written work – all subjects

Teachers must decide how many spellings is acceptable to correct in a piece of work so as not to undermine a pupils effort, a page of corrections can be demoralising.

Spellings can be corrected by;

- underlining the word so the pupil has to find the correction and write above
- Indicating with **sp**
- underlining the word and writing for the pupil to practise at the end of work
- writing above the child's writing when hard to read

Spelling corrections must be high frequency words or vocabulary specific to the task i.e. non negotiables. There must be evidence that a pupil has practised the spelling.

Examples of work can be effectively used to model and scaffold good quality work and learning points. Spellings can be corrected within a lesson by revision i.e. check these spellings in your work (write a list of 4 that you have noticed many are spelling incorrectly for pupils to assess their own work against)

In KS1 number and letter reversals should always be corrected by either the child or the teacher. The number or letter should be written correctly by the teacher and practised by the child at the end of the piece of work.

All subjects should be marked effectively against the marking policy.

Maths

Marking with the child is paramount. It is important to know how a child has arrived at a particular answer. Discussion within the lesson is important to correct misconceptions/ provide support or challenge.

Correct answers should be indicated with a tick, incorrect answers with a dot. Incorrect answers **should not** be erased, instead corrections should be written beside the previous answer.

If maths is pitched correctly there should be some ticks, some dots, some support evident and some challenge.

Progress

Marking is intended for both AFL and to support and progress a pupils learning. There must be evidence of progress overtime of the next steps or corrected spellings/letter and number orientation.

Monitoring and Evaluation

Monitoring will be completed by the senior leadership team through work sampling to ensure a consistent whole-school approach.

Review

The governing body of the Village Schools federation will review this policy every two years. The governors may, however, review the policy earlier if there are new government regulations or there are recommendations on how the policy might be improved.

Reviewed:	September 2024
Approved by Governors:	January 2025
Next review:	September 2026