

Lark Hall Infant & Nursery Academy and Flax Hill Junior Academy



Marking Expectations Policy

Policy Status and Review

Date:	March 2025
Review Date:	September 2028
Signed by Governor:	
Date Signed:	

Policy Statement

- Continuity of learning and incremental progress can only be achieved by consistent use of assessment for learning.
- Day to day oral and written dialogue and feedback between teachers and pupils is fundamental to ensure:
 - 1.) Teachers have a firm grasp of pupils' knowledge, skills and understanding every day in every lesson;
 - 2.) Pupils know their next steps.

Education Endowment Teaching Toolkit 2021:

- Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should be capable of producing (and be aiming to show) improvement in students' learning.
- Providing feedback is a well-evidenced and has a high impact on learning outcomes.
- Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).
- Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about: the output or outcome of the task; the process of the task; the student's management of their learning or self-regulation; or about them as individuals (which tends to be the least effective)
- It is important to give feedback when things are correct - not just when they are incorrect.
- Impacts are highest when feedback is delivered by teachers.



Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).



Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science



Low attaining pupils tend to benefit more from explicit feedback than high attainers.

The Purpose of Marking at Mercia Primary Academy Trust:

- High quality instruction should be provided in the first instance, including the use of Assessment for Learning. This will reduce the work that feedback needs to do.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. High quality feedback focuses on task, subject and self-regulation strategies.
- High quality feedback and marking should ensure that pupils do not repeat mistakes in their work.
- Through feedback and marking, the teacher is able to **monitor progress** and standards individually and within the class.
- To provide opportunities for **self and peer assessment**.
- Effective feedback and marking will motivate pupils, raise **self-esteem** and maximise progress.

General Guidelines:

Feedback:

- Feedback is given to children in the lesson verbally and through live marking. As much marking and feedback is given in the moment as possible to avoid misconceptions from forming early on.
- Comments should be given verbally, including praise, encouragement and next steps. These should be used to move learning on in the moment.
- Children must be given time to act upon the feedback so that learning can progress.
- Verbal feedback during any reflection on work is essential for moving learning on.
- Children should be given every opportunity to look over their work and self-correct / peer assess during the lesson.
- Where verbal feedback is given by the teacher, there is no requirement for this be recorded on children's work. The evidence of verbal feedback will be in the live marking (following the symbols below) and the progress made in the learning during the lesson or subsequent lessons.
- Feedback should be positive, specifically identifying what has been done well or identifying a particular area for improvement, e.g. *'By laying your work out neatly, it makes it easier to see your answers'*.
- Where pupils are regularly self-marking (for example in Maths), teachers must check over and indicate an overall tick to demonstrate that the learning has been checked.
- Pupils will use red pen to edit their own work independently.

Teacher Pen must be evident in books.

Written Marking:

- Green pen is used for all marking (positive and developmental), using ticks for correct work.
- The number of errors identified in a piece of work is at the discretion of the class teacher and is dependent upon prior learning, the child's individual needs and the child's capabilities.
- Teachers to regularly write a comment in books – as and when needed. This could take the form of 'light' marking of work – acknowledging or recognising the progress /

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success / attainment or completion of pupils' work; or 'development' marking in which incisive feedback on attainment and success is given to accelerate and deepen learning.

- In English and Maths, at least one piece of work per pupil should go beyond light marking each week and should aim to move one aspect of their work forward. In addition, each week, a comment should also identify an area of success.
- Handwriting, grammar, punctuation and spellings should continually be addressed.
- Teacher should write a comment every five pieces of work for foundation subjects.
- Teacher comments can be anywhere – this can take the form of a positive comment **with the reason why this is effective**.
- If feedback tasks are provided, they should maintain challenge for individual pupils yet be easily executed and brief in nature. Thus, enabling pupils to move forward and be aware of how they are improving.

Sentence Stacking Lessons:

- Layout is important - a double page spread should be used.
- The left-hand page should be divided into three sections to indicate the three learning chunks that you will explore in the lesson.
- The right-hand page is for completing the writing section of the lesson, stacked in three individually taught parts where appropriate.
- The WALT label should be stuck on the top left-hand side of the right-hand page.
- The label should include the long date, WALT and the three lenses which are being focused on in the lesson.
- The lenses should be present in words and symbols.
- For guidance regarding the assessing of Pupils' End of Unit Independent Writing, see Appendix A.

Spellings:

- Each year group, from Year 3 to Year 6, will have a spelling list which aligns with their current next steps. These will be stuck on the inside front cover of their English books.
- Pupils are responsible for checking their own writing against the words on their spelling list, and then identifying and changing any errors in red pen.
- Teacher will indicate words that are misspelt, with primary focus given to the words found on the pupil's current list, using the code 'sp'.
- Pupils will correct misspelt words indicated by the teacher using a red pen. Teachers need to check that the corrected words are spelt correctly. If not, the teacher needs to write the word with the child.

Marking Symbols (to be written in green pen) include:

- **WT** - Working Towards
- **Star** - Achieved
- **S** – Supported
- Use the above codes in the book at the top of the page by the label.
- You do not need to use any other marking codes except when marking writing assessments.

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- The WALT label should include the lesson's success criteria (not written as steps for success).

Guidance on Standards and Presentation of Modelling and Marking:

- Teachers' and Teaching Assistants' handwriting must be modelled to a high standard, aligned to the school handwriting script, from Reception onwards in all written communication with children.
- WALT labels should be placed at the top of the left-hand side of the page.
- A short date is used for Maths; the long date is used for English and every other curriculum area.
- The expectation for presentation should always be high with particular importance on consistency between classes in the same year group, as well as consistency across different year groups within the schools.
- High standards of presentation should be expected, encouraged and rewarded by teachers and teaching assistants at all times.

Appendix A:

Assessing Pupils' End of Unit Independent Writing:

- A deep mark is required.
- At the beginning of each academic year, each class should select six 'focus' pupils (two from each group: Refining, Progressing, High Focus).
- You should assess these six pupils against the existing Writing Assessment Grids (on the T drive in the Writing Assessment folder).
- When pupils achieve a particular aspect of writing from the Writing Assessment Grid, a mark in the margin should indicate where this is.
- The codes below should be used to indicate what children have achieved.

CL - Capital Letters (For Y1 break this down to: CPN, CPP, CPI, CPD)

Sen - Y1 Simple Sentence Structure

Sp - Spaces between Words (Y1)

FS - Full Stops

NP - Noun Phrase

ENP - Expanded Noun Phrase

Co Con - Coordinating Conjunction

Sub Con - Subordinating Conjunction

a / an - a / an used correctly

Tns - Example of Correct Tense (including subject verb agreement)

?! - question mark / exclamation mark (as appropriate)

Com List - Commas for a List

Apos Om - Apostrophe for Omission / Contraction

Apos Pos - Apostrophe for Possession

Adj - Adjective

Adv - Adverbial (including phrase)

PV - Powerful / Ambitious Vocabulary

“ ” - Speech (with correct punctuation)

; - Semi-colon

: - Colon

Emb - Embedded Clause

Rel - Relative Clause

Par - Parenthesis (including dashes, single or double)

- - Hyphenated Word

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MV - Modal Verb

PassV - Passive Voice

Adv Op - Adverbial Opener

- Handwriting and spelling should be a generic judgement through an entire piece.
- You should look for supporting evidence of prefixes, suffixes, etc. but don't need to specifically indicate these unless it is helpful.

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

A signed copy of this document is available from the school office.

Reviewed annually.

Version	Date Approved	Changes	Reasons for Alterations
V1	March 2025	Implementing policy	Accessibility and expectation