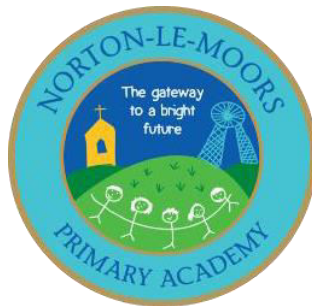


Marking & Assessment Policy



Approved by: Eileen Harvey

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MARKING & ASSESSMENT POLICY

For Remote Learning

****Please see Page 5-6 for a summary of expectations.****

Rationale

To ensure that all children have their work marked in such a way as to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To help children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To see if teaching has been effective and inform the next steps of planning.
- To provide evidence of interactions between staff and pupils.
- To support a culture whereby children learn to build on their strengths and develop areas of weakness.

Good Marking

Good marking occurs when it is:

- Clearly related to the WALT (We Are Learning Today) lesson objectives
- Meaningful to the individual child
- Used to inform future planning
- Positive and constructive
- Used to encourage a dialogue between staff and pupils
- Used to support the levelling of pupils' work
- There is opportunity to correct work and move their learning forward

Our marking should include:

- Positive pink comments
- Green areas for development
- Additional support to extend learning or address misconceptions

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Approaches to Marking

Marking should be undertaken as quickly as possible so that the pupil is able to make sense of it and use it constructively. Marking may be done with an individual pupil or with a group.

This allows for immediate feedback and enables dialogue between staff and the pupil. Every piece of work is marked daily, with a 'next step' comment given in green when needed, due to misconceptions: avoid correcting every error as this can be demoralising for a child; marking should mainly focus on particular aspects of the work as identified in the lesson objectives. Time needs to be allowed for pupils to reflect on these comments and work on improvements to their work.

The level of challenge should also be addressed through marking; when a child is familiar and competent with a concept or skill, marking should show that the child has then been moved on. So, a further activity may be set, where a child has clear misconceptions.

Questions could be fairly open-ended to encourage reflection eg What would happen if....? What do you think about...? Can you find another way to get the answer...? Time needs to be allowed for pupils to reflect on these comments and work on improvements to their work.

Where a child has surpassed expectations of the objective and the success criteria a pink comment only may be given. This work could also receive a special sticker in recognition of the child's outstanding effort and achievement.

The level of challenge should also be addressed through marking; when a child is familiar and competent with a concept or skill, marking should show that the child has then been moved on. So, in Maths for example, after a number of calculations reflect secure understanding of a skill, children should be challenged further and not coast with the same concept.

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The Marking Process

Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked.

During a piece of work, comments may be added as the child works and corrections made by the pupil in purple pen. Spelling expectations are addressed at an age and ability level. If it is expected that a child knows how to spell a word, the child must correct this independently.

After a piece of work, a pink star comment may be added. Comments should relate to the WALT. Comments should be motivational, praising aspects of their work, and personal to the child, using their name.

Constructive criticism should target specific areas for improvement and offer clear guidance on how to improve work further, where appropriate, this may not be every lesson. If work is not of a good standard but demonstrates that a pupil has made a good effort, then this should be clearly indicated through comments such as " (Name) , you have clearly tried hard and made a good effort with this work."

After work has been marked, pupils should be given the time to reflect on their previous work and address any areas for improvement. They should be encouraged to discuss comments with staff.

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EXPECTATIONS

Maths books

- Pink comments to show achievements against the WALT
- Pink tick on the label if the WALT has been achieved and staff initials marking the piece of work on the label
- Green comments for number formation and rehearsal of this. The same number should not be continually being inaccurate. (no more than 3 numbers)
- Misconceptions addressed in books by being modelled in green pen to show clear methods e.g. a calculation method
- Where necessary, green pen comments to extend/ apply learning through problem solving or reasoning questions.

English/ Literacy (EYFS only) books

- Pink comments to praise children and show achievements against the WALT.
- Green comments to allow children to address letter formation and spellings. Spellings only to be addressed relevant to the child's ability (no more than 3 spellings/ letters).
- KS1 introduce a purple pen to allow children to edit their writing based on verbal feedback given during or after a lesson.
- Margin marking (from KS1) in pink to show the children their achievements against year group/ ability expectations.
- Green comments can be used to challenge pupils further when necessary, this may include re-writing words, sentences, paragraphs dependent on age/ ability.
- Expectation of spellings to be correct when relating to the 'for the love of reading' text e.g. The Gingerbread Man.
- In English the pink pen is to be used in the margin to highlight aspects of the success criteria within the pupils writing, for example, rather than just ticking a set of brackets you would write parenthesis in the margin to show both pupil and moderator what you have found
- In English the marking checker should be used to code the work when picking up on non-negotiable errors(a label to be present at the front of each child's book, demonstrating the codes in English):

Sp - you need to check this word as you might already know it

CL - a capital letter is missing or not needed here

P - punctuation is missing or you need to check what you have used

The above codes are not mandatory and are only relevant for upper KS2 with lower KS2 moving towards this more independent approach to learning as children become Year 5 ready.

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Other areas books

- Pink comments to praise children and show achievements against the WALT.
- KS1 introduce a purple pen to allow children to edit their writing based on verbal feedback given during or after a lesson.
- Margin marking (from KS1) in pink to show the children their achievements against year group/ ability expectations.
- Expectation of spellings to be correct when relating to the subject e.g. In Geography = England, or Science = plants. Subject specific spellings are to be addressed. (no more than 3 spellings).
- Basic letter formation and handwriting to be addressed as an addition to the above bullet point and not instead of (In EYFS no more than 3 letters)
- Green comments should also address misconceptions of that subject

Verbal Feedback

Where adults provide verbal feedback for children this dialogue should be recorded by children - a record of the discussion should be written in green pen and any recommendations/improvements the teacher has made.

This should be age appropriate, ie. For Year 2 classes, key words can be recorded from the discussion, rather than a full record of the dialogue. In Year 1 - this training can begin in the Summer term for Year 1 children, unless the teacher feels children are ready for this earlier. If verbal feedback is given at a mid-point to a lesson, ie. In a mini-plenary, the code VF, should be used so that the impact of the feedback from that point can be seen.

Codes

VF - Verbal Feedback

A - Assisted Work (to be written on the WALT label)

I - Independent (to be written during the work if a child moves from Assisted to Independent in the lesson)

EYFS specifics

In Nursery, should a child be ready for green comments earlier than this then this can be introduced at the discretion of the practitioner. In Reception, pink celebratory comments can still be used. Green comments to focus on letter/number formation and phonic skills.