



Newland House School

Marking Policy

Updated	September 2024
Updated by	Deputy Head (Academic) Deputy Head (Pre-Prep)
Authorised by	Head & Governing Body

This Policy applies to all sections of the school, including the Early Years Foundation Stage

Contents

1. Rationale.....	1
2. Purpose of marking	1
3. Guidelines for marking	2
4. Summative/Formative Marking and Feedback.....	5
5. Target setting.....	5
6. Children's Response to Marking.....	5
7. Quality Marking	6
8. Monitoring and review.....	6

Appendix 1: Examples of stamps used in Pre-Prep

Appendix 2: Examples of Marking Codes and Stamps Used in English (Prep)

Appendix 3: Explanation of Pink and Green Marking

1. Rationale

- 1.1 At Newland House School, we view feedback as an important process from which pupils can learn. It should provide constructive feedback to every child, encouraging them to be fully aware of their strengths and areas for development. Verbal feedback is an essential part of this approach along with the marking of written work. Marking should be motivational for pupils, enabling them to become reflective learners and helping them to close the gap between current and desired performance.
- 1.2 Marking of work in all subjects should be regarded as a regular and positive means of communication with pupils about their individual achievements, progress, areas to target.
- 1.3 Marking should be communicated in a form, which is clear, able to be understood by and meaningful to the individual pupil. Where relevant, specific time should be allowed for pupils to read, reflect, and respond to marking.
- 1.4 All written and oral feedback should inform the next step in the pupil's learning, whilst simultaneously rewarding high standards and/or encouraging pupils towards higher levels of attainment and build a growing awareness of self-correcting strategies.
- 1.5 Where possible and when appropriate, children should be encouraged to review and correct their own work, prior to marking by the teacher, thus developing reflection skills and self-correction strategies in order to achieve their best possible efforts.
- 1.6 Standards of written English should be addressed so that pupils are encouraged to express themselves in a grammatically correct way, using correct spelling and punctuation.

2. Purpose of marking

- 2.1 At Newland House, we have established a Marking Policy that is relevant to our pupil's individual needs and is in accordance with the overall ethos of our school. It is our aim to:
 - Celebrate and value each child's achievements.
 - Promote pupils' self-esteem, interest, and respect for their work which in turn impacts on their capacity to learn.
 - Motivate pupils to further effort through praise and encouragement.
 - Show children and parents what is valued, and to reinforce expectations.
 - Encourage self-assessment and peer assessment where applicable.
 - Assist pupils learning by setting clear targets, focusing on aspects of work where further development is required.

- Make judgements about pupil attainment with regard to the assessment criteria of the school as a whole thus providing a basis for summative, formative and diagnostic assessment and informing individual tracking of progress.

3. Guidelines for marking

3.1 We respond to our children's work by:

- Rewarding effort through the use of stickers, stamps (see Appendix 1) 'smiley' faces and star cards. While in the Prep, this is through the use of stickers, stamps and House points.
- Encouraging pupils to show work to their peers, another teacher, in Assembly or to the Deputy Head or Head.
- In the Pre-Prep two children are chosen every week from each class to receive 'The Star of the Week' reward card in Assembly from the Head, Deputy Head (Pre-Prep) or the Assistant Deputy Head (Pre-Prep).
- In the Prep, good work is also celebrated through 'Good Work' assemblies and on the Head's 'Wow Wall'.
- Displaying work in the classroom.
- Publishing work on the website and the school VLE.

Verbal Feedback

3.2 We recognise the importance of all children receiving regular verbal feedback and believe that this is the most effective and timely way to support children in their learning. This is especially important in the Early Years, for those with additional needs and throughout KS1 where children may be unable to read a written comment. Initially, this may be given during the lesson when pupils are working but may also take the form of a conversation between the teacher and pupil after work has been completed. Verbal feedback is used to discuss with pupils, how they have performed in relation to the learning intention, or to discuss specific areas of their work. This may be to correct a child's understanding or to extend their learning. Where verbal feedback has been given in place of written feedback, this will be identified through either a Verbal feedback stamp or the letter 'V' in a circle

Written Feedback

3.3 Work should be marked in green or pink ink. Pink ink will indicate areas of strength and green ink will indicate areas where the pupil can work to improve. Green ink will also be used to identify targets. These will be indicated identified using a T inside a circle or a Target/Next Steps stamper to ensure they are clearly visible.

3.4 Written comments should be positive and encouraging providing meaningful feedback and to maximise its impact on the pupil's learning. Comments should be constructive and aid the next step.

3.5 Correcting all mistakes is undesirable as it affects pupil self- esteem, therefore focusing on particular aspects of the work may be more constructive.

- 3.6 If possible, work may be marked with the pupil, although often in Key Stages 2 and 3, it may be more practical for books to be collected and marked outside of lessons. Books, in this instance, should be collected regularly and returned as quickly as possible, in order to provide meaningful feedback and to maximise its impact on pupils' learning.
- 3.7 It is also appropriate, on occasions, to recognise and celebrate achievement without additional targets being set as it is important to recognise children's efforts without them feeling the constant pressure of more that could be done to improve.
- 3.8 In Reception, the teachers primarily use verbal feedback to support children, but may, at times, write a comment with the child. In Nursery, staff will also upload comments about the work as part of the process of gathering information on 'SeeSaw' for the Early Years Foundation (EYFS) Stage Profiles.
- 3.9 The implication of any grade or mark included as part of the marking should be clearly understood by the pupil and ensuring that pupils are aware of the purpose and focus of the marking before undertaking the task.
- 3.10 Where appropriate, pupils may be allowed to mark their own or another child's work, but the teacher must always review this marking.
- 3.11 It is also recognised that comments are also used to inform other audiences about that particular piece of work.

Subject Specific Strategies

- 3.12 To provide a consistency of experience for the pupil across year groups, in the Prep, the following guidelines should be taken into account:

English

- Work should be marked in green or pink ink, with targets clearly identified, when appropriate, to ensure they are visible to the pupil
- answers should be ticked, crossed or commented on as appropriate
- positive and constructive personal comments should be put at the end of the piece of work; where appropriate, these should relate to the learning objectives of the task
- Written work should not be over-corrected by the teacher; to maintain a healthy balance between the need for imagination in high quality writing and the place of accuracy.
- Similarly, those attempting extension work will require discretion on the part of the teacher, regarding the ratio of correction to encouragement when marking.

Prep specific:

- Letters written in a wrong position on the line should be corrected over the pupil's attempt.
- Capital letters which are omitted or in the wrong place, should be underlined or written in the correct place.

- If a full stop is missing, a dot inside a circle should be put in the correct place by the teacher.
- Within a piece of work, a maximum of 3-4 grammar mistakes may be identified by being underlined and G written in the margin.
- Within a piece of work, a maximum of 3-4 misspelt words may be identified. Initially, these should be key words which the teacher feels the pupil should know, with more complex words corrected as appropriate to the child and task.

Misspelt words may be identified and Sp written in the margin. Where appropriate pupils may be encouraged to find the correct spelling and copy this out 3 times to practise the spelling. Alternatively, the teacher should write the correct spelling for the pupil to copy three times. Spelling corrections of this nature may be done either in the margin or at the end of a piece of work.

Maths

- Answers should be ticked, or a dot used to indicate an incorrect answer. Crosses may be used with older pupils.
- Pupils may be asked to correct some, or all answers and these corrections will be marked with a C. This allows the teacher and pupil to see the initial incorrect response and the correction at a later date.
- A positive personal and constructive comment should be put at the end of the piece of work; the principles of Assessment for Learning should be used to indicate how the individual might improve their work.
- If a digit is reversed a number of times, the pupil should be given specific practice in forming that digit.

Science

- Science books are used as a means for students to practise scientific skills and key concepts, that require development over the course of several lessons. Therefore, verbal feedback is more regularly used during this stage, with written feedback given when appropriate.

Prep specific:

- At the end of each lesson topic students will complete an 'exit ticket' which is linked to the learning objectives
- Students will initially self-assess their work using the exit ticket. This will then be reviewed by the teacher and either written or verbal feedback will then be provided to the pupil.
- Upon the completion of the unit, students will complete a quiz or an exam style question that will assess their understanding of the unit. This is a key point at which teachers will give written feedback and targets will be set.

4. Summative/Formative Marking and Feedback

- 4.1 It is important that children receive feedback on their work, but this may take many forms, such as: written marking, individual verbal feedback, peer assessment, personal assessment, group feedback. All work will receive teacher acknowledgement, but this may include simple marking for some tasks in conjunction with more detailed marking when appropriate.

5. Target setting

- 5.1 An essential part of involving pupils in their own learning journey is to agree targets with pupils. They may relate to individuals, groups or the whole class. Target setting:
- Focuses the teachers' attention and effort on clearly defined priorities for pupils' learning and progress.
 - Helps pupils to have a clear idea of what they need to do to improve their work and achieve high personal standards.
 - Enables teachers to evaluate the effectiveness of their teaching strategies.
 - Helps parents to understand what they can do to support their children's learning.
- 5.2 Target setting involves pupils in self-assessment and encourages them to review their own achievements. Targets may be linked to both the learning objectives and outcomes for the lesson and/or to the individual pupil's needs.
- 5.3 Teachers may provide written targets at the end of pupils' work, in addition to writing targets for pupils on their school reports. Targets are also set for pupils with Special Educational Needs and/or Disabilities (SEND) in their Individual Education Plans and PSPs in Pre-Prep.

6. Children's Response to Marking

- 6.1 Children may be asked to respond to one written target or comment, for example, writing an improved word/phrase/sentence, writing a sentence with correct grammar/punctuation, correcting spellings or re-working a Mathematics answer.
- 6.2 When indicating errors in English and Mathematics, a clear symbol will be adopted, relative to the age of the children.
- 6.3 Where appropriate, pupils should spend time proof-reading their own work and, where applicable, improve first drafts.

- 6.4 Children may also be asked to mark their own or each other's work against a mark scheme in areas such as: arithmetic, mental maths, table tests and in spelling and vocabulary tests. Modelling the marking process with the class can aid understanding of its purpose and teaches particular points at the same time. This can be a useful way to engage children in reflecting on their own work and develop their understanding of where and why errors have occurred.

7. Quality Marking

- 7.1 Any comment made at the end of a piece of work should summarise pupil achievement and allow for target-setting. Comments should be appropriate to the age and ability of each individual.
- 7.2 As it is difficult to mark practical activities, children receive verbal comments/ feedback regarding their effort and attainment.

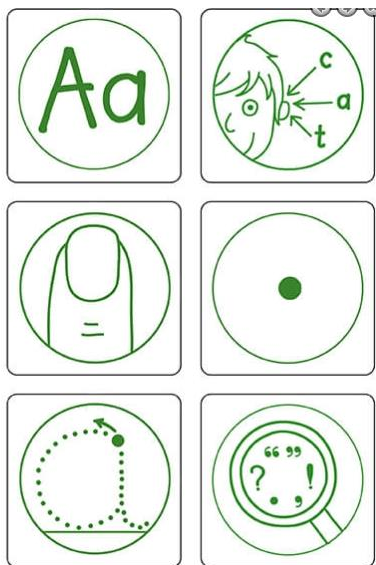
8. Monitoring and review

- 8.1 It is the responsibility of class/subject teacher to ensure that:
- Class work and homework are marked regularly and according to the Marking Policy, to ensure that unfinished work is subsequently completed, as required.
 - Records of marks are kept in accordance both with agreed procedures within the department and the assessment criteria of the school as a whole, and to ensure that such information informs further curriculum planning.
 - In order to ensure consistency in the way that pupils' work is marked by teaching staff, Heads of Department and the Deputy head Academic regularly undertake scrutiny of work throughout each year group.
- 8.2 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.

Appendix 1: Examples of stamps used in Pre-Prep

The stamps include:

- Finger spaces stamp
- Full stops stamp
- Letter formation stamp
- Upper/lower case letters stamp
- Listen for sounds stamp
- Punctuation stamp
- Teacher or TA assisted work
- Independent work

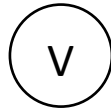


Appendix 2: Examples of Marking Codes and Stamps Used in English (Prep)

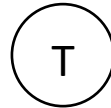
Used at the end of pieces of work as appropriate:



or



or



or alternative praise stamps/ stickers may be used.

Codes written in the margin:

Sp - Spelling mistake

G - Grammar mistake

T- incorrect use of tense

//- new paragraph should have been used

? - indicates something does not make sense

Punctuation mistakes – should be corrected in the text

Appendix 3 - Explanation of Pink and Green Marking



The simple guide below will help you to understand your teacher's marking:

Pink for positive - this is where you have done well and been successful.

Green for growth- this is an area where you can work to improve.

When you see green marking on your work, this helps you to know what to work on to improve and make progress.