



Marking Policy

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1. Principles and Aims

Marking is an essential part of planning and assessment for teachers and learning for children.

It should be developmental, showing children their next steps in learning and what they can do to improve their work. It should also encourage self and peer assessment, reflection and motivation. This in turn should inform future planning for teachers and create a learning dialogue between us and the children.

At Palfrey Junior School we believe that every child is entitled to regular, consistent and constructive marking and feedback. It should communicate the value of the child's work and effort, but also signal our high expectations. This policy aims to put these ideals into practice.

2. Planning For Marking

- **Planning must include** learning objectives expressed as Learning Challenges or LCs. They need to be simple and concise and cut to the heart of the learning- task driven not genre or style driven. This is what you will be marking to. For instance, ' Can I write a diary entry? (Anne Frank)' is appropriate, when ' Can I write a diary in the style of Anne Frank when she was in hiding during World War Two?' is not.
- Children must self-assess their learning in green pen at the end of their work.

Year 3 draw a happy, neutral or sad face



Year 4 draw a happy, neutral or sad face with accompanying comment

😊 *I've got it.*

😐 *I'm nearly there.*

😞 *I need more practice.*

Year 5 create their own sentence to show their learning using sentence starters as a scaffold depending on the lesson. Eg:

I am able to...

I am starting to...

I need more support in order to...

Year 6 create their own sentence to show their learning.

- The outcome of your marking should then influence the planning for the next lesson. If they did not meet their objective then they will require either intervention before the next lesson or a gap task to help them achieve it. Conversely, if they have met their objective, then they move on to a more challenging activity during the lesson or in the next session. This can be shown by annotation of the existing planning.

3. General Marking Non-Negotiables- applying to all Teachers , HLTA's and TAs

- Teacher and TA marking will be in red pen, neat, legible and correctly spelled.
- Children's marking will be in green.
- The learning objective will be in the form of a Learning Challenge – which will be a question such as 'Can I multiply by 10, 100 and 1000?' These need to be kept clear and concise for the children to read, write and understand.
- Learning Challenges must be copied correctly by the children.
- Children to self-assess using green pen as appropriate for the year group.
- Teachers will then mark using LC ✓ when the learning challenge has been achieved
- If the child has not achieved it WT/LC (Working Towards Learning Challenge) will be recorded, **together with** a modelled example of how to correctly complete the work and a short task giving the child the opportunity to do so. An appropriate short period of time at the start of the next lesson must be given and all children who have a gap task must complete it.
- Spelling errors should be marked in red on the child's work and correctly modelled by the teacher in the Autumn term in a piece of Big Write in English, Topic, RE or Science. In the Spring term, SP should be placed in the margin on the line where there is a spelling mistake and the children should correct their mistake in green pen using word mats, display boards and dictionaries. In the Summer term, Mistakes should be indicated at the start of the paragraph and located and corrected independently. Discretion should be used as to the number of corrections made.
- Grammatical errors should be marked and remodelled by the teacher. They could form the basis of a task for the child to complete.
- Children's self-assessment statements, comments and any tasks done **MUST** be acknowledged by the teacher, challenged and/or corrected.

- T(teacher) or TA(teaching assistant) must be used on the books if an adult has supported the work.
- V is needed to indicate that an adult has spoken to the child about their work.
- Positive comments to show that the child's work and effort is valued **in addition** to the above may also be included. Rewards, Stickers and stamps may also be used to aid motivation. Star Writers and Marvellous Mathematicians are also to be nominated for a weekly award and their work displayed outside each class.
- When appropriate, children may mark their or another child's work, using a green pen, but **the teacher must always review this marking.**
- Maths questions that are wrong should be marked with a red cross. Children must correct in green pen any mistakes found, either during that lesson or as a task at the start of the next. More than a couple of mistakes will require the teacher to remodel the process in the particular child's book. More significant amounts of errors will require re-teaching for that child or group of children and will require intervention and/or an amendment to planning.
- GAP Tasks to be used in Maths when it is appropriate. There is no requirement to use GAP Tasks in other subjects.

4. Subject Specific Marking and Presentation

Literacy Skills

Marking

See General Non-Negotiables

Layout and Presentation

- All work must have the full date written across the top of the page and underlined with a ruler.
- The learning objective will be in the form of a Learning Challenge – which will be a question.
- Every new piece of work must be indicated by ruling off the previous piece of work.
- Children **must** do all work in pencil until they have shown consistent use of a neat script. They will then be allowed issued with a pen licence to use a pen. Year 6 should all use pens, however neat handwriting should be monitored and corrected where necessary.
- Exercise books must be neatly labelled with the child's name, class and subject on the appropriate cover page. The children are not to write on the covers.
- Include any photographs of practical and group work.
- Any worksheets, diagrams or photographs must be neatly stuck in.
- Individual assessment target folders and target Splats checked off at least half termly.

Maths

Marking

See General Non-Negotiables **plus**

- Any application or extension tasks given during the lesson need to be clearly demarcated from practice and consolidation activities. Simple sub-headings of **Word Problem** and **EXT** will make it clear that deeper thinking has been required and not just 'more of the same', even though the calculations will look similar.
- Gap Tasks (stamp) set after marking may include questions that aim to help the children apply a new mathematical skill that they have learned. This may take the form of a word problem, a Test Base question at the appropriate level, or a practice SATs question. These must be marked and corrected as necessary.
- If a child is performing well during a lesson move their learning on to the next challenge straight away.

Layout and Presentation

- All work must have the numerical short date on the top left hand side.
- The learning objective will be in the form of a Learning Challenge – which will be a question.
- Digits **MUST** be written in individual squares to aid place value knowledge and presentation
- Every new piece of work must be indicated by ruling off the previous piece of work Exercise books must be neatly labelled with the child's name, class and subject on the appropriate cover page. The children are not to write on the covers.
- Labels on the front covers must show KS1 scores.
- Any shapes, grids or graphs must be drawn with a ruler.
- Include any photographs of practical and group work.
- Children must do all work in pencil for maths in all year groups.
- Individual assessment target folders and Target Splats checked off at least half termly.

Topic , Science, RE, Art and DT

Marking

See General Non-Negotiables **unless** it is a piece of writing that the children are producing.

- It is expected that **one piece of Topic, Science and RE** will produce a big write every half term.
- Teacher comments and any further tasks will be written at the bottom of the grid.
- Children are expected to complete these tasks and teachers **must** mark, correct and/or acknowledge their completion.
- In order to help the children know more and remember more and to develop the children's cultural capital, teachers have identified the core facts or skills from each topic that they want the children to take away with them. These are called Sticky Facts or Skills. The Sticky Facts/Skills from previous topics are built upon and they can see where they will go next. These are highlighted in the topic front pages in books, lessons and discussion, and are tested at the end of the topic informally through quizzes and games, and again at the end of the year. The Sticky Strands are displayed in the classrooms so that the facts are available for the children to see

Layout and Presentation

- All work must have the full date written across the top of the page, either written by the children themselves or printed/scribed in order to aid inclusion. The learning objective will be in the form of a Learning Challenge – which will be a question.
- Every new piece of work must be indicated by ruling off the previous piece of work
- Children must do all work in pencil until they have shown consistent use of a neat script. They will then be allowed to use a pen and given a pen license.
- Exercise books must be neatly labelled with the child's name, class and subject on the appropriate cover page. The children are not to write on the covers.
- Include any photographs of practical and group work, Stunning Starts, Fantastic Finishes, Inspire Workshops and Educational Visits.
- Any worksheets, diagrams or photographs must be neatly stuck in.

Big Write

Marking

- Writing tasks should cover a variety of fiction and non-fiction topics for different purposes and audiences.
- Teacher comments and any further tasks will be written at the bottom of the piece of writing and these should be progressive.
- Children are expected to complete these tasks and teachers **must** mark, correct and/or acknowledge their completion.
- Spelling errors should be marked in red on the child's work and correctly modelled by the teacher in the Autumn term. In the Spring term, SP should be placed in the margin on the line where there is a spelling mistake and the children should correct their mistake in green pen using word mats, display boards and dictionaries. In the Summer term, Mistakes should be indicated at the start of the paragraph and located and corrected independently. Discretion should be used as to the number of corrections made.
- Only one Big Write per week- this could be Topic, Science, RE or English.

Layout and Presentation

- Children **must** do all work in pencil until they have shown consistent use of a neat script. They will then be allowed issued with a pen licence to use a pen. Year 6 should all use pens, however neat handwriting should be monitored and corrected where necessary.
- Exercise books must be neatly labelled with the child's name, class and subject on the appropriate cover page. The children are not to write on the covers.
- Individual assessment targets, sticky knowledge and Target Splats will be checked off each half term.

Appendix A: Marking Steps

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| Step 1 Marking Checklist |
| <ul style="list-style-type: none">• Ensure children understand what the success criteria are for that lesson and that this is what you are looking for when you mark their writing..• Language and Literacy Planning and the children's writing booklets will help inform objectives and success criteria. |
| Step 2 Preparation |
| <ul style="list-style-type: none">• Model how the writing is to be done, giving examples of good and poor practice. Provide examples of good practice. Children should be given opportunity to look at them and be able to discuss and identify features of the writing which are successful.• Prepare notes/ drafts/ plans/ ideas for paragraphs/ starters/ endings etc.• Orally rehearse ideas, sections, points of view and discuss changes of vocabulary and structure. |
| Step 3 Writing |
| <ul style="list-style-type: none">• Ensure children have all their preparation tools available – notes, plans, dictionaries, year group relevant grammar guides, Magpie Books etc.• Make it clear what you expect to see before starting. Remind them of this frequently. Work alongside, support, question and challenge children as they write. Remember this is not a test!• Work should be completed. When it is not, then time should be allocated for them to do this. Children should understand that all work needs to be completed.• Allow time for checking work after completing the writing, particularly spellings. |
| Step 4 Marking |
| <ul style="list-style-type: none">• Indicate incorrect spellings with writing dependant on term. During Autumn term use a wavy red line under the word and correct the spelling on top. In Spring term, indicate the line with the error using SP in the margin (children will need to find and correct the word independently). In Summer term, indicate at the start of the paragraph that there is a spelling error. Children will need to find and correct the spelling within the paragraph independently. These should be revisited and corrections ticked off by the teacher. |
| Step 5 Marking next steps |
| <ul style="list-style-type: none">➤ Marking should be done in time for feedback in the next lesson.➤ General feedback of a few minutes should be given to the whole class. Example: 'I was really pleased to see....' ' Here is a good example of...' 'This bit really captured....' 'Some of us found it difficult to I would suggest you could do x or y next time.➤ Time and support needs to be given for children to address tasks arising from it. This should be shown in the book and written after the piece of work, by perhaps rewriting certain sections.➤ Time needs to be given to correct spellings and apply what they have learnt. |

Step 6 Checking next steps

- Teachers should look at books as soon as possible to see if improvements have been made. Where possible much of this could be done by working alongside/overseeing children as they work. The teacher will need to indicate if this has been achieved.

Appendix B: Marking Codes

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|---------------------------|-----------------------------------------------------------------------------------------------|
| LC ✓ | Learning Challenge achieved |
| WT/LC | Working Towards Learning Challenge |
| Gap Task (stamp) Maths | A correction, addressing a misconception or a short activity to deepen thinking |
| V | Teacher has spoken to me about my work |
| T/TA | Help has been given by teacher or teaching assistant (Teacher Assisted) |
| ? | Something doesn't make sense. You need to read your work carefully and check it for mistakes. |
| ~ | Spelling correction needed |
| ▲ | Put in a word here |
| Red pen marking | Teachers comment / response |
| Green pen marking | Child's comment response |
| Supply | Work was delivered / marked by a supply teacher |

Appendix C: Prompts and Questions

Maths

| TOPIC | CLOSING THE GAP PROMPTS | HIGHER ORDER QUESTIONS |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NUMBER | <ul style="list-style-type: none"> • What is the next number in the pattern? • Continue the pattern • What happens when you add an odd number added to an odd number? | <ul style="list-style-type: none"> • Why is the statement, 'an odd number plus an odd number equals an even number true?' • What does that tell us about multiples of 5? • How can we be sure that the next number will end in zero? • What is wrong with this pattern? |
| CALCULATIONS | <ul style="list-style-type: none"> • Now try this..... • Explain your method/how you did that • Is there another method you could have used to get the same answer? • Which method is the most effective? • Check your answer using the reverse operation | <ul style="list-style-type: none"> • What is the same and what is different about addition and subtraction? • Why do $17 + 9$, $18 + 8$ and $19 + 7$ all give the same answer? • Why do $6 + 7$ and $7 + 6$ give the same answer? • How can you add 9 to another number? • What is wrong with this calculation? ($178 + 167 = 615$). • Why is it true that multiplying makes numbers bigger? • Is it always true that when we..... |
| SHAPE/SPACE AND MEASURE | <ul style="list-style-type: none"> • How many lines of symmetry/right angles/edges does this shape have? • Draw a shape with no lines of symmetry? • What do the angles in this quadrilateral add up to? • Measure this line • Convert this measurement into cm/mm • Draw a shape with the same perimeter/area | <ul style="list-style-type: none"> • Why is this picture an example of a shape that has symmetry? • How do you explain why the angles in any quadrilateral add up to 360? • Explain the way you have sorted these shapes? • How do we know that this is a triangle? |
| FRACTIONS & DECIMALS | <ul style="list-style-type: none"> • What is $\frac{1}{3}$ as a decimal percentage? • What is $\frac{2}{3}$ of 24? • Put these fractions/decimals in order? • Which is the smallest/biggest fraction/decimal? | <ul style="list-style-type: none"> • What is the same and what is different about fractions and decimals? • How do you find 2 thirds of a number? |
| DATA HANDLING | <ul style="list-style-type: none"> • What is the average shoe size of our class? • What is the range or data in our column.....? • What is the biggest/smallest amount? • A new child arrives who likes..... add their data to the table | <ul style="list-style-type: none"> • What is wrong with the saying, 'The average shoe size of our class is 5.7?' • What evidence can you find to prove that more people like red cars than blue cars? |

Writing

PHRASING CLOSING THE GAP PROMPTS

There are 3 types of closing the gap prompt.

- REMINDER PROMPTS:

These often simply reiterate the learning intention and suit higher achievers:

- * Write a character description of James
- * Describe the mermaid

- SCAFFOLD PROMPTS:

These involve the teacher deciding what she would like the child to write, then finding a way of handing it back to the child by asking questions that delve or by giving directives that focus on specifics, providing starts of sentences or sentences with missing words.

- * Describe the expression on his face. (a directive)
- * He was so surprised he.....(an unfinished sentence?)
- * He barked-----ly, running around feeling very-----.

- EXAMPLE PROMPTS:

These model a choice of possible improvements, but also ask if the child has an idea of his own. Choose one of these or make up your own:

- * He couldn't believe his eyes!
- * He ran round in circles looking for the rabbit, feeling very confused.
- * Describe what you are seeing as you drop lower. Perhaps:
 - Cars look like toys.
 - Houses look like dolls.
 - People look like ants.

Whichever type of prompts is used, teacher's improvement suggestions generally fall into the following categories:

1. Elaborating and extending ("tell us more").
2. Adding a word or sentence ("add one word").
3. Changing the text ("find a better word").
4. Justifying ("why.....").

USE THESE IDEAS IN YOUR MARKING.

- Choose a more exciting verb than 'said'.
- Choose a more exciting verb than 'went'.
- Choose a more exciting verb than 'got'.
- Choose a more exciting adjective than 'scary' to describe the
- Use coordinating conjunctions (and, but, or) to join your ideas together.
- Use a subordinating clause (starting with a subordinating conjunction) to add extra information to your main clause.
- Try changing a 'but' you have written to 'however' or 'although' then read the sentence to you friend.
- Insert speech marks.
- Begin your sentence with an adverbial of time that tell me when it happened.
- Begin your sentence with an adverbial of place that tell me where it happened.
- Use an adverb of manner (such as quickly) at the beginning of the sentence to tell me how it happened.
- Use your opener mat to help choose a new opener for your sentence.

September 2025

Review 2028 or sooner should changes occur.