



Where learning takes root and
imagination takes flight

Marking Policy

At Meadow Park Academy, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour. This leads to an improvement in standards.

Purpose:

At Meadow Park Academy we believe that the purposes of marking are:

- to inform planning
- to provide information for assessment
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misunderstandings and misconceptions
- to assist learning
- to allow pupils to reflect on their performance and to set new targets together with the teacher.
- to accelerate progress

Key Principles:

At Meadow Park Academy marking should:

- be constructive
- be related to needs, attainment and ability
- be related to learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others

Guidelines for marking:

When to mark

- Marking should be done as soon as possible after the completion of the learning and always before the next teaching session of that subject.
- All written work in Maths, English and Science should be quality marked (see below). Significant pieces of work in other subjects (including guided reading/comprehension) should also receive targeted feedback.

What to mark

- Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child's personal learning targets and next steps.

Quality marking

- Marking should inform the child of the progress they are making and what they need to do in order to move their learning forward.
- Meadow Park Academy's agreed Marking Key will be used throughout Key stage 1 and 2 and adapted for use in EYFS (and Year 1 – Autumn Term).
- Marking should be completed using legible writing that follows the school handwriting scheme.
- All children at Meadow Park Academy write in pencil or blue pen. All marking by teaching staff will be carried out in a red pen. Green pens should be used for asking children questions and moving the learning forward.
- Feedback by pupils should be completed with Purple pen.

After marking

- Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do. Pupils respond to marking with a purple pen and these responses must be checked by an adult. Adults must follow up misconceptions/errors and should pick up on basic SPAG, using their own judgement and knowledge of the children.
- Corrections should support the child's learning and ideally should be completed with the child.
- Where a pupil has persistently made the same error (e.g. incorrect use of full stops) it would be expected that an individualised plan will have been put in place to address this.

Pupil marking

- Children may, where appropriate, self-mark work, or mark another child's work. The teacher will review this marking.
- Erasers should not be used in the writing process. When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified.
- For best work and final pieces, erasers may be used.

Spelling

- Teachers will mark spellings according to the needs of the children.
- A maximum of three spellings will be identified for correction.
- For younger and lower-attaining children, the incorrect spellings will be made clear but as the children progress through the school, only the line will be identified. The children will be expected to identify the incorrect spellings themselves.
- The aim is to prepare children for Year 6, where they will be expected to edit their spellings entirely independently.

Marking in EYFS (and Year 1 for the Autumn Term)

- The adult will initially talk to the child about how they have met the learning objective and then discuss with the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Any corrections or extension tasks will be completed straight away by the child.
- The work will then be ticked, dated and initialled with VF for verbal feedback.
- Although all adults at Meadow Park Academy give verbal feedback to children of all ages, this will be particularly evident in the EYFS.

Teaching Assistants:

- TAs should only mark work produced by their group of pupils and this should only be done within the session to give immediate feedback.
- They should then have a professional dialogue with the teacher to inform the teacher of the pupil's progress.
- It is not the role of the TA to complete any other marking for the teacher or to set targets.

Cover Teachers:

- We expect our HLTAs and any long-term supply teachers to follow the school marking policy.

Marking Key:

Red Pen	To make corrections and to write comments of specific praise related to achievement. On occasion this comment may be replaced with a positive comment stamp
Green Pen	To move the children's learning on. This will be in the form of a question or a comment that will start a dialogue with pupils.
Purple Pen	Children will respond to their feedback in purple pen.
Purple 'Moving On' Stamper	This indicates an additional level of challenge, focused particularly on our more able children.
Strike Through	A line through a word or letter indicates that this is not needed or is incorrect.
.	Indicates an incorrect answer in maths. The incorrect answer must be not rubbed out and corrections must be made in purple pen.
Sp. In margin	To indicate an incorrect spelling. (See previous spelling section for additional information).
Underlined words	Indicates an error and changes need to be made.
^	Indicates that a letter, word or punctuation is missing in this place.
VF	Indicates that verbal feedback has been given. Where possible, please write a brief description of the feedback
T / TA	Support level should be indicated using 'Ink Stamps' or the letter 'T' or TA in a circle.

Success Criteria:

We know our policy is working if:

- work is being marked regularly and accurately
- marking is informing future planning
- pupils learning is moving forward and they are working positively towards their targets
- pupils are making accelerated progress

Monitoring:

- We will ensure that these guidelines are being used consistently throughout the school by carrying out regular and moderated Book Scrutiny (please see monitoring schedule). This will be the responsibility of the Leadership Team and subject leaders.
- Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.
- The Governing body will monitor the implementation of the policy.

Reviewing the policy:

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.

Last updated: September 18

Next Review date: September 19