

Marking Policy – including EYFS

4b(i)

Responsible for Initiating Review of Policy	Assistant Head: Prep School
Committee to Review	Prep School Staff
Last Review Date	June 2025
Review Period	Two Years
Approved by (Committee and Date)	NA
Approved by Board of Governors	NA
Effective Date of Policy	June 2025
Next Review Date	June 2027
Related Policies	

The purpose of the policy is to provide a consistency of approach.

The teacher must always give pupils clear criteria upon which the work will be marked or reviewed. Feedback to pupils is very important, as it tells them how well they have done and what they need to do next to improve their work. Feedback should be positive and encouraging whenever possible.

All work, including Prep, should be marked in accordance with this policy. All work should be marked as quickly as practicable.

When marking, consider whether:

- ❖ Comments (verbal for the younger pupils) trigger a discussion between teacher and pupil
- ❖ Comments (verbal for the younger pupils) are to set targets for future work
- ❖ Comments (verbal for the younger pupils) are to offer encouragement
- ❖ Comments (verbal for the younger pupils) are to acknowledge excellent work or effort
- ❖ Verbal feedback during the lesson is appropriate
- ❖ Standards of presentation are in line with the pupil's ability

Comments on pupil's work should:

- Relate to planned learning intention
- Be legible, neat and clear in meaning
- Recognise pupils' achievements
- Indicate the next steps in pupils' learning, if appropriate

Time needs to be built into lesson for pupils to reflect on marking and respond to it.

Recording- Summative assessment results are stored in an Assessment folder within the teachers' sharepoint for:

Test Scores and Exam Results

Students are involved in marking weekly spellings and know their scores. If the science assessment is marked as a class, students also know their score. Unaided writing and White Rose Maths assessments are not shared with the students. Students are given the option to share in front of the class/ not as appropriate.

Scores/marks/results etc. are private to the individuals concerned and pupils are expected to respect other people's preference if they wish to keep their marks to themselves. End of Year assessment results are shared with parents alongside the Summer Report.

Learning Intention

Each lesson will have the learning intention as the title. When we give feedback to a child, we endeavour to relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and comment on the evidence to support the judgement. If the objective has not been met, we make clear why this was the case. In both cases we identify what the pupil needs to do next in order to improve future work.

e.g. 'Well done Sarah. You have remembered almost all the full stops and capital letters in your story.'

(where the learning intention of the task was to be think about sentences and include full stops/capitals)

Pupil's Self – Evaluation

Pupils should be given opportunities throughout the year, and at age appropriate level, to assess their own work and that of their peers when appropriate. We encourage the pupil to make comments about their own work and the work of fellow pupils in a positive and encouraging way. This may take place in the form of '2 Stars and a Wish'.

Pupils in KS1 and KS2 will reflect on their confidence with the lesson's task by completing a red, amber, green colour-code.

Feedback to pupils


We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in a similar way. Feedback should be positive and encouraging.

Pre-Prep and EYFS children are more likely to be given **verbal feedback** on their work. Wherever possible, work will be marked with the child so that comments on achievements and areas to work on can be given as the work is in progress. Teachers will record a pupil's comment where appropriate.

Written comments may be added at the end of a piece of work, but these will be short to reflect the pupil's reading ability and the fact that verbal feedback has already been given. Work will be ticked and codes added to indicate level of support given. All work is assumed independent unless stated.

Next steps are not on every piece of work.

Coded marking

- s support given
- TA Completed with a Teaching Assistant
-  Next Step

English

✓- feature included well.

✓✓- feature above and beyond expectations of the lesson.

abc- underlined spelling error which needs correcting- this is age and ability appropriate

○- missing punctuation/ punctuation error which needs editing

//- new paragraph

^- missing word

^^- missing information

Maths

✓- if question is correct

●- incorrect and needs checking

In addition, positive recognition of work will be given in the classroom e.g. sharing work with others, putting good work on the wall, stickers. Superstars Awards for KS1, in Celebration Assembly, and Star of the Week, presented in class for KS2, will recognise outstanding pieces of work and outstanding effort or progress. Excellent work will be taken to show the Assistant Head: Prep School.

Monitoring and review

The Assistant Head: Prep School is responsible for monitoring the implementation of this policy. Teachers, together with the Assistant Head: Prep School, will carry out the scrutiny of samples work to monitor and review marking and aid standardization and consistency of approach.