Springfield School
MARKING POLICY

Intent

At Springfield we believe that marking and feedback should form an integral part of the teaching and learning process. Marking should provide constructive feedback which leads to pupils recognising their next steps and how to achieve them. We aim to inform pupils individually of their progress and their achievements and identify any key areas that they need to develop. This feedback should be positive and focus on the successes of the pupils as well as areas for development and this should be marked against learning objectives and success criteria. All members of staff are expected to be familiar with the policy and to apply it consistently.

1. Aims and Objectives

- To recognise, encourage and reward student's efforts and identify successes with them.
- To provide communication between teacher and pupil which provides clear, appropriate feedback, referring to the learning objectives and/or success criteria.
- To further develop pupil's confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To identify pupils who require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school.
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

2. Marking and Feedback

We want marking and feedback to:
- Be seen by pupils as a positive, constructive approach to improving their learning.
- Be manageable for teachers and teaching assistants.
- Include both oral and written comments, with verbal comments being recorded (see marking code).
- Respond to individual learning needs.
- Indicate to what extent the learning objective has been met
- Be related specifically to the agreed learning objective or success criteria.
- Give pupil's regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child's achievement and their effort.
- Encourage and motivate pupils through realistic comments.
- Highlight what the next area for learning should be and inform planning.
- Show pupils that their work is valued.
- Be used to inform the teacher's short and medium term planning of the next step.
- Show evidence of pupil's self and peer marking whenever appropriate.

- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the students.
- Use consistent codes/processes.

Organisation
- We need to be clear about what our learning objectives are and what our expected outcomes are.
- We need to ensure that marking/annotation is always in line with our focus.
- Wherever possible in a lesson, time should be spent with the children reviewing any marking and responding to their questions.
- Teaching assistants and support staff should be encouraged to use the marking codes and written feedback for individuals/small groups that they work with.
- Pupils should be encouraged to self and peer-assess which includes leaving comments about the progress they/their peer has made.

Expectations
Marking should focus first and foremost on the success criteria for the learning objective. The emphasis should be on the stepped success against the learning objective and improvements needed against that learning objective and/or pupil targets.

Implementation
Across the Curriculum
A tick to indicate whether or not the student has met the learning objective should appear on every piece of work. The expectations are then that children's work is 'quality marked' with feedback marking using 'green for great' and 'pink for think' across the curriculum but consistently within Maths, English and Science. Pupils should then be given opportunities to respond to the marking and evidence of this included in the book.

Marking Guidance

Colour Coded Learning Objectives

Learning Objectives will include success criteria where pupils are able to take a stepped approach to the learning achieved within the lesson.

Marking Explanation

🟢 I understood my work, I worked well

🟡 I needed a little bit of help

🔴 I did not understand, I needed lots of help

I	MS	HLS

Independent   Minimal Support   Higher Level of Support
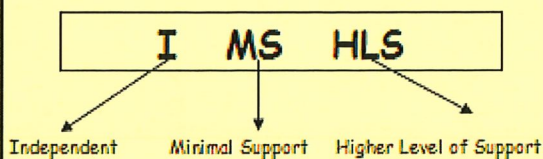
Work will be marked with colour coding. Spots will be indicated that work needs further focus by pupils. This will also include the 'Fix It' codes for marking in English and Maths.

Green for great

Pink for think

'Fix it' Marking for English Skills

Work to be marked within the lesson for the child to make corrections within the moment.

◯ = Requires a capital or lower case letter

〜〜〜 = Does not make sense

Sp = Spelling mistake

∧ = Missing punctuation

☁ = Add an adjective to add detail

Marking Comments

When providing children with feedback to extend/consolidate their learning, pupils should be informed of aspects of their work that have met the learning outcome well as well as steps for improvement. These should, where possible, relate to the success criteria for the lesson and have an impact on children's learning in the future. Comments should be focused and in child friendly language and, where appropriate, refer to the students targets.

Impact
Self-marking

Wherever possible, children should engage in self-marking or annotating of their own work. They should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in every day practice.

Within lessons, children should be given time to reflect on their learning, make amendments, identify their own successes and look for improvement points, children will then begin to develop and take responsibility for improving and gaining in their skills.
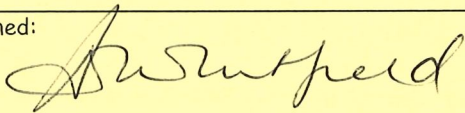
Working in partnership with The Meadows

The Marking Policy at Springfield acknowledges and falls in line with marking undertaken at The Meadows. We aim to be consistent in approach to ensure that pupils are well prepared and familiar with the approaches used at The Meadows.

Monitoring and Review

Monitoring of marking and feedback will be reviewed through lesson observations, book scans, learning walks and moderation of work.

This policy will be reviewed according to the emerging needs of our school.

Policy produced: September 2023	Policy agreed:
Signed: *A Whitfield*	Chair of Governors
Signed: S.Latham *Lhates*	Headteacher
Review date: September 2025	