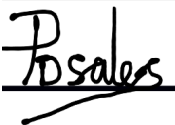




**BUCKLAND NEWTON
 PRIMARY SCHOOL**



Marking Policy

Version Number	3
Author of Policy	Phillip Sales (Headteacher)
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This policy is underpinned by our school motto:

**“ Let your Light Shine; on everyone,
 everywhere, everyday”**

And our theological roots:

***In the same way, let your light shine before
 others, that they may see your good deeds and
 glorify your Father in heaven (Matthew 5:16)***



The purpose of marking children's work:

- 1 To provide an assessment record. It is a way of tracking learning intentions for written work for individual children, and along with notes on short-term plans it will feed into future planning.
- 2 To provide feedback to children and parents about their progress. It is a way of indicating strengths and areas for improvement where consolidation is required as well as providing challenge when appropriate.
- 3 Recognising, encouraging and rewarding effort and progress.

All work to include (English and Maths):

- a learning objective - children should be made aware of the objective, verbally and/or written
- the date
- support indicated - Teacher/Teaching Assistant/Independent
- Pink pen/highlighter for recognising good work (linking to the learning objective)
- Green pen/highlighter for recognising areas for improvement
- children to use purple pens for editing and next steps (year 2 upwards as appropriate).

Next step marking

Impact/purpose of next step marking:

Allocated time will ensure that marking and/or feedback can take place or be read and time is given for the children to respond and make improvements. This may be at the beginning of the next lesson and could be individually or in pairs. Next steps could be completed in the start of the day activity or as part of a follow up lesson/activity.

EYFS/SEND children: Verbal discussions will take place with the children identifying their next steps. When appropriate, work is transcribed by teaching staff.

KS1/KS2: Where appropriate, next step marking should be in place. This could be to further improve the children's work or to consolidate their learning. Next steps could be in place to provide the children with challenge, if they have achieved the learning objective.

Peer assessment:

There will be opportunities for children to work with a 'response partner'. In order for this to have an impact on learning, then the children will be reminded of the success criteria/learning objectives and will have had experience in larger groups with teacher led role play.

Self assessment:

All children will be encouraged to self-evaluate their work while older children will have opportunities to improve work through their next steps. The self-assessment of learning situations may be done through various approaches.

KS1/KS2: Use Learning objective labels with a clear learning objective, key questions and/or success criteria as a guide when self assessing.

The context in which marking takes place

Marking will, as far as possible, be done as the work is completed and with the child or very soon after. Live marking to take place as much as possible, giving the child instant feedback and reducing workload of the teaching staff. It will be based on clear learning objectives and success criteria. This will enable the focus to be on a limited aspect of the work thus maximising effort and concentration. If it is more widely focused then the task becomes unwieldy and unproductive because the child has to consider too many criteria at once.

Pink marking will highlight where success occurs and green where improvement could take place. This makes it more accessible to the child as no reading will be required or any interpretation of remarks.

Marking in practice

Children's work will be looked at, dated and when learning objectives labels are used, self and teacher assessment are filled in. Exeptive marking with comments isn't required. Any marking should be relevant in moving the learning forward, addressing misconceptions. Children should always have the opportunity to address their misconceptions and correct them.

To be placed in the front cover of English and maths books:

How will I mark your amazing work?

Tickled Pink - I really like something you have done. This will show you have met the learning objective for the lesson.

Growing Green - Look carefully at your work. There is something that needs to be changed to make your work better.

Symbols used in your learning	
	Something that we really like - you are meeting the learning objective showing a range of amazing skills.
	Wow! Not only are you meeting the learning objective, you are showing greater depth within the area of your work.
	Take a close look! There is a misconception/error in your work. Can you up-level your work?
	Check your finger spaces

How will I mark your amazing work?

Tickled Pink - I really like something you have done. This will show you have met the learning objective for the lesson.

Growing Green - Look carefully at your work. There is something that needs to be changed to make your work better.

Symbols used in your learning	
	Something that we really like - you are meeting the learning objective showing a range of amazing skills.
	Wow! Not only are you meeting the learning objective, you are showing greater depth within the area of your work.
	Take a close look! There is a misconception/error in your work. Can you up-level your work?
SP	There is a spelling error that needs to be corrected.
P	There is a punctuation error that needs to be corrected.
C	Check for your capital letters.
NS	Next Step - something that will help in your learning.
^	There is a word missing - do you know what it is?