



Marking Policy

July 2021

Ethos and Rationale

At Monkston, we frequently reflect on our practice and continually look for ways to improve the education for our pupils. In the past, pupils have become heavily reliant on teachers refining their work and therefore, we endeavour to empower our pupils to take responsibility for their own improvements. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) alongside other expert organisations.

More recently, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. From these recommendations, we have developed alternatives to extensive written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating.**

At Monkston, we recognise that verbal feedback is important and a key element in supporting pupils make excellent progress. We also accept some activities – e.g. more 'closed' right or wrong questions or calculations – do not require detailed marking in order for the learning intention to be met.

However, we will endeavour to be as thorough as reasonably practicable in all curriculum areas in pursuit of the rapid progress to which high-quality marking contributes:

English marking

At the start of each writing unit, pupils will complete a 'cold write' based on the new writing genre. This piece of writing forms the basis of the objectives needed to be covered in the rest of the unit. Teachers will scrutinise each child's writing in detail and whilst they are doing so, will complete **Feedback Sheet 1** (see appendix 1). This allows them to look for common errors and misconceptions. They then create 2-3 whole-class targets for the whole class/ set to work on. Teachers will then plan bespoke skills-based lessons and teacher-modelled writing lessons based on these objectives. Pupils will have copies of these targets in their books and they are also displayed in the classroom.

For SEND or More Able pupils, targets may be adapted to suit their individual need.

After the pupils have completed their extended writing phase of the writing process, teachers will then complete **Feedback Sheet 2** (see appendix 2). This allows them to go into further detail to support pupils to improve their writing through the editing phase. Teachers will refer back to the targets set at the beginning of the unit and will model

how to make improvements through editing. Pupils may have sections of their writing highlighted to improve – in particular SEND pupils or More Able pupils - to ensure they use the editing session to the full.

For other work completed e.g. skills based lessons, text marking, planning etc., teachers will use marking stamps to show if a child has achieved their learning objective or if they are working towards it. They will also correct spellings where appropriate.

At the end of a unit of writing, children complete a final piece of writing called a 'hot task' (and from years 2-6, this is also edited and published). Teachers will award this piece of writing an Attainment Band (AB). A copy of this is also kept in each pupil's writing folder which is used for assessment purposes at 3 points of the year. Teachers will also use this time to confirm whether or not the child has achieved the targets set. This will be marked as either a tick if achieved or an upward arrow if working towards, or through the use of marking stamps.

Maths marking

In maths, we accept that some activities – e.g. more 'closed' right or wrong questions or calculations – do not require detailed marking in order for the learning intention to be met. Self or peer marking may be used. All work will be stamped to show if the child have met or is working towards the learning intention.

All work completed will be scrutinised by the teacher; however, teachers are trained to spot the difference between an error and a misconception. A misconception may require more extensive written marking or will require further explanation either through a consolidation activity or catch-up session. If this is the case, this will be clearly marked on the work.

Marking across the curriculum

We will endeavour to be as thorough as reasonably practicable in all curriculum areas in pursuit of the rapid progress to which high quality marking contributes. All pieces of work will be marked, but we accept that some activities – e.g. more 'closed' right or wrong questions – do not require detailed marking in order for the learning intention to be met. Where pupils have written more detailed responses, teachers will mark these tasks in more detail.

Symbols Used

We do not believe it is necessary for every teacher to strictly adhere to certain marking symbols, as long as they clearly explain their approach to their class at the beginning of

the year. However, we do not expect any teacher to adopt elaborate marking codes with the potential to confuse pupils! The basic Monkston approach to the use of symbols is as follows:

- **Ticks** are used for correct answers and good ideas – double ticks may be used for a particularly good point. Teachers may also wish to use smiley faces!
- **Crosses or dots** are used for incorrect answers. The advantage of a dot for some activities is that it can be changed into a tick if the answer is revisited and corrected.
- **NL** is used for ‘new’ line and **NP** for ‘new’ paragraph.
- Monkston points [e.g. **1MP**] are used to reward excellent effort.
- **A stamp or double tick** should be used to indicate if the learning objective has been met.
- Teachers may give verbal feedback for a piece of work, but this should be noted on the work for future reference and consideration.

Teachers are free to use any colour to mark pupils’ work, as long as it stands out clearly from the pupils’ writing. Marking is fundamentally about valuing a pupil’s efforts, providing clear improvement guidance and building a motivating relationship.

Teachers will endeavour to model the school handwriting policy in their written marking. At the very least, teachers’ writing will be clearly legible.

Anyone other than the class teacher who has marked a piece of work should initial their marking.

Marking by Teaching Assistants / HLTAs

Teachers may sometimes delegate the marking of closed activities – including some homework tasks – to teaching assistants. More open activities requiring developmental feedback should only be marked by teachers. HLTAs will mark all work that they are responsible for.

Assessment of Pupils’ Work

We expect pupils to become increasingly aware of their level of attainment as they move through the school. Key Stage 2 teachers will sometimes use marking to make pupils aware of the Attainment Band they have achieved. This should not just take place at the end of every term, but should form part of the ongoing dialogue – particularly so in years 5 and 6.

Pupils' Response

A key factor in the success of this policy will be the time pupils are given to read, consider and respond to the marking of their work. Teachers will ensure that this time is provided, usually towards the beginning of a lesson. Teachers will make it clear if they require a written response from pupils to the questions they have asked in their marking of a piece of work; where this is the case, a protocol will be established to emphasise the importance of positive, polite replies.

Appendix 1

Cold Write Feedback Sheet 1

Text Type	Date

Main objectives to cover in skills-based lessons	
Common words incorrectly spelt	



Individual pupils to support more closely	
Presentation/ handwriting issues to address	

Appendix 2

Extended writing – Feedback Sheet 2



Text Type	Date
Good examples to share with whole class	Pupils who require 1:1 feedback session or more support during editing session
Errors made which need addressing in editing lesson (text type errors or grammar and punctuation)	
Basic errors which need addressing (punctuation based)	Next steps – how will you address the mistakes in the next lessons?

Presentation issues to address (handwriting or layout)	Spelling errors (spelling patterns or individual words)

be kind

- This is good...
- Say it in a nice way
- I like you...
- Start with a compliment

be specific

- Say something particular
- This part here...
- Point to the part

be helpful

- Say clear, don't give away the answer
- Help your partner work harder
- I could get better by...
- What if you did...?
- Maybe you could add...



7

