



Blundeston Marking Policy and Expectations

A Place to Flourish

*"I have come that they may have life, and have it to the full"
(John 10:10)*



Intent

At Blundeston, the provision of effective feedback empowers children to progress. It focuses on success and improvement and enables children to become reflective learners. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers mark, give feedback and use this to inform future planning. We celebrate and value the efforts made by all of our pupils.

Implementation

1. Verbal Feedback and 'Conferencing'
Blundeston recognises the importance of all children receiving regular verbal feedback and 'in the moment' conferencing. The adult will talk to the child either during or at the end of a lesson, focusing on whether the child has met the learning objective. This may be to correct or extend a child's learning. Children of all ages need verbal feedback but this is especially important in Reception and Key Stage 1 where children may be unable to read a written comment.
2. Levels of Support
In EYFS (Reception) children will need varying levels of adult support when completing each task. This level of support will be indicated by the Early years teacher or Teaching Assistants, using our EYFS marking grid located on the children's work. This may also be the case for children that are SEND, have an Education, Health and Care Plan or are EAL.
3. Acknowledgement Marking
Acknowledgement marking is a form of summative assessment. This usually consists of ticks, dots, stickers and stamps. Acknowledgement marking must relate to the learning objective and be done in green pen.
4. Correcting spellings
When marking individual pieces of work across the curriculum, misspelt words and spelling errors must be address by the teacher and aim to correct three spellings per piece. This is indicated to the child by underlining the misconception and writing 'sp' above the word. Three of the incorrectly spelled words are then modelled below the piece of work for children to write three times in purple pen.

5. Correcting of grammatical errors, including punctuation

When marking any written pieces of work across all subject areas where grammatical errors have been made, these should be modelled in green pen by the adult marking the work in the first instance then pupils are to self - correct using their purple pen. Where punctuation has been missed or incorrectly placed, these should be circled where they should go and pupils are to correct with their purple pen. Any persistent misconceptions should be addressed through an early intervention, verbal feedback/conferencing during the lesson or explicitly revisited in a lesson starter where there are multiple instances within the class.

6. 'Feed-forward' Marking

This is used when a child has done a substantial piece of work and it has to be marked in greater detail. When 'Feed-forward' Marking, teachers provide a focused comment which supports the child to 'close the gap' between what they have achieved and what we expect them to achieve. Teachers will indicate this by use of an 'up – level' to provide in depth marking and feedback. The expectation is that teachers provide an 'up – level' to all children at the end of a final write.

The 'up-level' is an opportunity for children to respond to the teacher's feedback at the next opportunity and should be completed in purple pen.

7. Self-Marking and Evaluating

All children (particularly children in Key Stage 2) are encouraged to self-evaluate by identifying areas of success and development on their own work. This should be planned for and the plenary can be used to reflect upon the learning.

8. Peer Marking

Children sometimes mark each other's work. Children should discuss; older children may record in a book, what they have done well and an area for development. These should relate to the learning objective. Teachers should encourage and model a dialogue between the pair

Impact

Blundeston children will know when and how they have been successful in their learning, and what the next steps are to move their learning forward. This will be evidenced through learning reviews, including book looks and ongoing discussion with pupils. They will be proud of themselves for their achievements and be celebrated by their teachers for their hard work and determination.

EYFS Marking Guide



S = Support	AF = Adult Focused
I = Independent	AI = Adult Initiated
VF = Verbal Feedback	CI = Child Initiated

KS1 and KS2 Marking Codes



S	= support	[]	= up level
I	= independent	✓	= correct answer
VF	= verbal feedback	.	= incorrect answer
CFV	= class verbal feedback		
○	= missed punctuation/grammar	SP	= incorrect spelling. Spelling should be underlined