



# Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

## Marking Policy

### Scope of Policy

This policy applies to the school including the EYFS.

### Aim of this Policy

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective feedback and marking at Hopelands to maximise the impact on pupils' progress and education.

### The Purpose of Marking

Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons (A marked improvement, EEF 2016).

At Hopelands we prioritise actions and measures that affect children's education positively while minimising extra strains and pressure on staff. Marking pupils' work and providing feedback, impacts pupils' progress and education positively, but the frequency and extent of it constitute some of the widely reported elements of teachers' workload.

However, we believe, as with any aspect in life, without feedback we would not find a better or more effective way of doing things. Hence, our policy reflects the compromise we have reached while trying to continue to improve outcomes for our pupils but minimizing workload for staff.

### Our Marking Practice

We believe in diagnostic marking and feedback. Marking and feedback that helps maintain or improve motivation levels in pupils; marking and feedback that also helps to address misunderstandings or misconceptions and can help extend and improve pupils' ability to do something.

Research evidence shows that:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.

At Hopelands we believe that all work that children do in class, or for set homework, should be marked; if pupils have invested some time on their work, their effort and commitment should be recognized by staff. The level of feedback received will depend on each particular circumstance or need of the pupil and will vary according to professional judgement and individual purpose.

Sometimes, having examined the work, it would be more appropriate and effective to address issues or misunderstandings with the whole class at once, i.e. general verbal feedback, and this might not be extensively recorded in pupils' books although clear evidence of progress should follow, for example, a follow-up question with a marked improvement on pupils' work.

Effort should be recognised as well as attainment and presentation of the work.

Marking and feedback timing: the sooner after completion, the better so acknowledgement, recognition or remedial work increase in effectiveness.

Feedback on writing: the use of grammar, punctuation and spelling needs to be addressed in every piece of work that is marked (whole school target).

### Written feedback

^	missing word
O	capital letter needed
_	punctuation missing
~	does not make sense / needs rephrasing
Sp	spelling mistake
⚡	mistake / check (synapse happening)
VF	verbal feedback needed / done
//	new paragraph needed

- Teachers will mark in pink/purple ink.

- Pupils will respond to the feedback and marking in green ink.

- All teachers will use the following codes to mark pupils' work:

### Verbal feedback

In our classrooms, learning dialogues happen naturally during the course of our lessons, and these may not be explicitly recorded in the exercise books by the teacher. However, there is scope and good rationale for KS2 pupils to write their own recount of the feedback received.

We believe that verbal and written comments on a pupils' work need to be specific and linked to learning intentions; they also to direct pupils' actions to follow towards improvement. This is better addressed as 'Now you need...' instead of 'Next you need...' as 'next' is less specific and demanding and conveys a lower sense of urgency or immediacy.

Professional judgement might address the case where discouragement is to be avoided and alternative provision is made so significant mistakes are not left uncorrected in any case. Equally, the needs of the pupil should be central, and differentiated marking will allow pupils to make progress without being de-motivated. Weaker pupils should only be faced with the number of corrections that they can manage and actually do something about. Stronger pupils need to be challenged and stretched and may face fine tuning in terms of corrections and comments.

Marking and feedback may include praise in the form of 'house points' and 'excellents' that constitutes considerable incentive for pupils.

Special consideration should be made when a mistake or error reoccurs, whether in one or more subjects, so pupils take ownership and pride in the improvement of their work (link to behaviour policy).

Internal moderation will be needed to produce consistent standards between different teachers or departments.

### EYFS

In early years phase, marking and feedback is primarily verbal and positive and through observations and pictures or photographs that will be annotated with relevant comments about individual targets or achievements, and next steps in learning.

This policy was adopted at a meeting of

Hopelands Preparatory School

Held on

November 2019

Date to be reviewed

November 2021

Signed on behalf of the senior management team



Name of signatory

Sheila Bradburn

Role of signatory

Head

Signed on behalf of the Governing Body



Name of signatory

Richard James

Role of signatory

Chair of Governors