



**HURLINGHAM  
SCHOOL**

# **Marking Policy**

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

## **1. Introduction**

At Hurlingham School we aim to employ a consistent approach to marking across the school as a whole, bearing in mind the age, ability and individual responses to feedback exhibited by each child. The effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

This policy supports the Assessment, Recording and Reporting Policy.

It is vital that the children recognise the purpose of marking and benefit from it.

### **1.1 Effective marking is:**

- providing clear feedback to children about their strengths and weaknesses in their work
- recognising, encouraging and rewarding children's efforts and progress
- focusing teachers and pupils on those areas of learning where groups and individual children need specific help
- providing a record of the children's progress
- helping parents understand the strengths and areas for development in their children's work.

## **2. Methods of Marking**

We understand that marking needs to be focused on moving the children's learning forward, whilst also being manageable and time-effective. Marking should relate to the learning objective and/or the success criteria, and feedback should be as constructive as possible.

### **2.1 Reception**

In Reception, where possible work is marked with the children during a lesson. Instant verbal feedback is given. A "We talked about" icon is stamped at the bottom of each piece of work where verbal feedback has been given and, if particular learning points have been discussed, these will be recorded. Work is dated by an adult, an indication of whether the work was completed independently or with support is made, and where appropriate other written comments may be added. Ticks, smiley faces, stickers and stamps are used to praise work. In the summer term, to support transition to Year 1, if work is marked without the child present and something is reversed or wrong it is either underlined or a 'think again' thoughts bubble is put by the error for the children to correct independently at the beginning of the next lesson.

### **2.2 Years 1 and 2**

As the children get older, written comments become more relevant in celebrating success, identifying areas for improvement and setting short-term targets.

The success criteria for each individual piece of work is written or stuck in at the top of the page and the child will self-assess their work at the end, by indicating the most appropriate smiley face. The teacher will consider the child's self-assessment and indicate their evaluation of it by ticking 'met', 'partially met' or 'still to be met'. They will also indicate whether the work was completed independently or with support.

A “We talked about” icon is stamped at the bottom of each piece of work where verbal feedback has been given and, if particular learning points have been discussed, these will be recorded.

Stamps, stickers and smiley faces are used. Teachers in Years 1 and 2 follow the marking guidelines as outlined below. In Year 1 and 2 live marking which is undertaken with the children present is encouraged.

^ Word(s) missing

✓✓ Great word/phrase used

✓ Right/Correct

● Look again dot – used especially in maths to show a correction is needed

**FS** Finger Spaces



We talked about...



Think again bubble – to extend or reconsider an idea.

### 2.3 Upper School

Children are encouraged to check and proofread their work, often as a reflection of the outcomes and success criteria identified for the task.

Following the check by pupils, written comments by teachers will indicate where success has been achieved and show the next steps in the children’s learning, demonstrating how progress can be made.

All work should be marked as soon as possible following completion and in accordance with the marking guidelines. This should then be used to inform future planning.

When marking the teacher must use a contrasting coloured pen to the children, and if the children are required to mark their own work, they too must use a contrasting colour to those which have previously been used. In cases when work is clearly right or wrong, sensitivity must be used should children be asked to “swap books” and mark each other’s work. Teachers in Upper School follow the marking guidelines as outlined below.

Sp Incorrect spelling of a word which the pupil should know

^ Word(s) missing

// New line/paragraph

✓✓ Great WOW word/phrase used

✓ Right/Correct

X Wrong

• Look again dot – used especially in maths to show a correction is needed



Think again bubble – to extend or reconsider an idea.

0 Incorrect or missing punctuation

? Check sense/mistakes

From Year 2 upwards Google classroom may be used for homework and in Year 5 and 6 for some classroom activities. Any written feedback required will then be delivered via this platform.

### 3. Spelling

When marking work, teachers will celebrate pupils' attempts to use appropriate, new and adventurous vocabulary. Not all incorrect spelling may be highlighted; this will depend on the learning objective and/or the ability of the child. Should a spelling be incorrect, the teacher will make a judgement and may use the "Sp" marking tool at his or her discretion. Each teacher will indicate any words that should be corrected, looked up in a dictionary and/or learned.

### 4. Targets

Marking and verbal feedback will feed into target setting. (See Assessment and Recording Policy)

### 5. Monitoring

It is the responsibility of the Heads of Department and the Senior Leadership Team to monitor and identify good practice and to ensure consistency throughout the school through the annual book reviews and classroom observations.

Date created: Autumn 2009

Date of last review: September 2021

Date of next review: September 2022