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## **1. Statement of Policy**

- 1.1 The purpose of this policy is to ensure a clear and consistent approach to the marking of pupil work and the feedback that is provided to enable all children to make progress.
- 1.2 This policy extends to the Early Years Foundation Stage and should be read in conjunction with the following policies:
- Teaching and Learning policy
  - Assessment policy
  - SEND policy
  - ESOL policy

## **2. Aims and purpose**

It is our aim to ensure that work, including prep, is marked regularly and purposefully allowing the children to effectively review their work and progress against objectives and targets. Feedback should be constructive, focussing on success and improvement needs against learning objectives and can be given both written and orally. Effective marking and feedback should be used to inform future planning and provide evidence of attainment.

### **3. Guiding principles for marking and feedback.**

#### **3.1 Marking and feedback should:**

- be manageable for the staff and accessible to the children
- relate to the learning objectives and any previous targets as appropriate
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking where appropriate (Specific link to the ACE learning habits)
- respond to individual learning needs, taking opportunities to mark face-to-face where appropriate
- inform future planning
- use consistent codes whilst taking into account appropriate departmental and age related differences (See Appendix)
- be seen by children as a positive approach to improving their outcomes
- be completed wherever possible prior to the next lesson.

### **4. Verbal feedback**

Verbal feedback facilitates immediate dialogue between the teacher and child, thus ensuring that they understand the feedback being given, enabling them to respond and action the feedback in the moment. Verbal feedback is particularly effective in the practical subjects where written outcomes are not appropriate.

### **5. Written formative marking and feedback**

- 5.1 Whilst all work should be acknowledged in relation to the learning objective, the teacher should decide on which pieces of work and prep will be marked more fully using the agreed codes and departmental mark schemes.
- 5.2 When providing written feedback, staff should write a positive comment in green pen alongside the use of a green highlighter to identify where the child has met the learning objective. A pink pen should be used to write a comment to encourage the child to reflect on where they can make improvements or where misconceptions have arisen. Comments should also encourage the children to extend their thinking. The use of a pink highlighter will enable the child to quickly refer to the areas for further reflection. The children should not rub out work that has been marked and highlighted examples should not exceed 3 on any one piece of work.
- 5.3 Marking codes allow for clarity across areas such as spelling, grammar and punctuation and agreed departmental schemes should be clearly stuck in the front of each child's book. (See Appendix). The use of DUMTUMs should be consistent across all children's written work and all classrooms should have a reminder visible for the children to refer to. (See Appendix)
- 5.4 Alphas are awarded for outstanding work. The definition of outstanding in this instance is "significantly above expected levels for that individual pupil".

## **6. Children's responses to written marking and feedback**

The children should be given time to read and respond to any written feedback or marking that has been provided. When responding to marking and feedback, the children should use a red pen to complete any follow up recommendations or initial the comments to show that they have read and understood what has been written by the teacher.

## **7. Peer and Self-Marking**

Opportunities should be given for the children to self mark their own work and work of their peers using the given success criteria, evaluate their progress against the learning objectives and also identify areas where they need further support in an age appropriate way.

## **8. Summative Feedback and Marking**

Summative marking refers to the marking of particular tasks and exams where an answer is either correct or incorrect and enables the teacher to provide evidence of attainment. As appropriate, the children should have the opportunity for further verbal feedback on any formal assessments to enable progress to be made and misconceptions to be addressed. Planned work should not 'teach to the test' but effectively prepare the children for exams and assessments. Formal pieces of work should be marked against an agreed or standardised mark scheme and moderated as appropriate within subjects and year groups by teachers, phase leaders and the Deputy Head (Academic).

## **9. Assessment and Record Keeping**

All teachers should keep a record of each child's marks and progress in their planners or mark books. Data sheets are used to record standardised scores and summative assessment results; these are owned and updated by the phase leaders. Diploma assessment grades (for year 7 and year 8) are recorded in a central mark book held by the Deputy Head Academic.

## **10. Review**

The Deputy Head (Academic) is responsible for the regular review of this policy every two years in discussion with heads of department and the Senior Deputy Head.

**Windlesham House**  
**Pre-Prep**



**Marking**  
**guidelines for**  
**staff - EYFS**

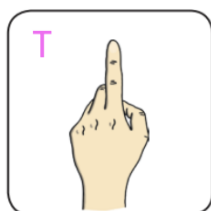
**How will the children's work be marked in the EYFS?**

In the EYFS, marking is done with the child as verbal feedback is given and modelled such as adding a finger space or full stop or making a correction.

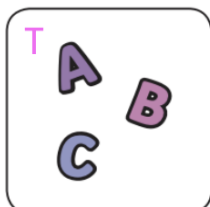
Afterwards, **observational notes are recorded in green** detailing levels of support (see marking guidelines for children) , ability to segment, ability to read back their own writing, misconceptions held (maths) and pencil grip. Children are told their next steps and given specific target images in their writing books as developmentally appropriate. **This will be visible in pink.**

What do the marks on your written work mean?

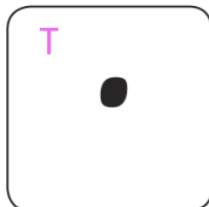
Your teacher will talk to you about your writing and show you how to meet your targets.

What do the pictures on your written work mean?

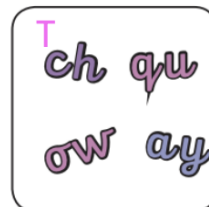
Use finger spaces



Use capital letters



Use full stops



Use phonics to help with spelling



Say the sentence in your head first



Use correct letter formation

Your teacher will write in green pen how much help you had with your work.



You worked by yourself.



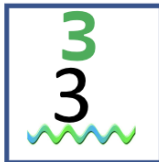
You needed some help.



You worked with a grown up.

**What do the marks on your maths work mean?**

Your teacher will mark your work using a green pen.



If your numbers are the wrong way round.



If you have got the answer right.



If you have a correction to revisit.



You worked by yourself.



You needed some help.



You worked with a grown up.

Your teacher will show your target or thinking question in pink.

Your teacher may ask you to do any corrections in a red pen or pencil when they talk to you about your work.



**Windlesham House**  
**Pre-Prep**



**Marking**  
**guidelines for**  
**staff – KS1**

**How will the children's work be marked?**

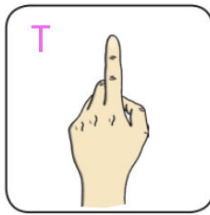
Using green pen, the work will be marked for:

- A maximum of 3 spellings for the child to work on.
- Spellings will be underlined with sp above. For the younger or less able children, the correct spelling will be written at the end of the work. For the more able children they will be required to find the correct spelling in a dictionary.
- The children in KS1 are encouraged to use have-a-go books to help build up spelling words.
- Punctuation errors or omissions will be circled with the correct punctuation mark in the circle.
- Incorrect or omissions of capital letters will be circled.
- Examples of excellent application of concepts will be marked with two ticks.
- / will denote the need for finger spaces.
- // will denote the need for a new sentence.
- The child will use a red pen or pencil to show they have responded to feedback

Targets and questions to reflect on will be written in pink.

**In addition to the above:**

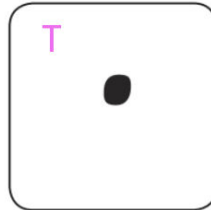
- In maths, reversals will be underlined and corrected above.
- Correct answers will be ticked
- Up to 3 incorrect answers will be modelled for the child to revisit.

What do the pictures on your written work mean?

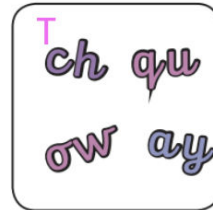
Use finger spaces



Use capital letters



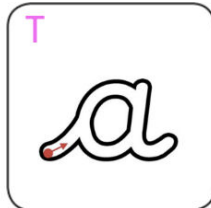
Use full stops



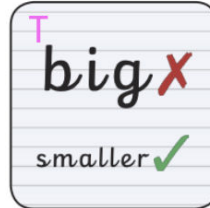
Use phonics to help with spelling



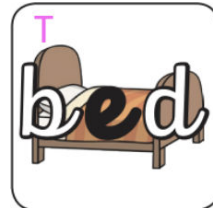
Say the sentence in your head first



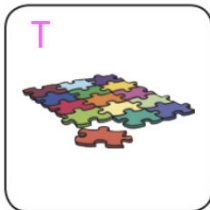
Use correct letter formation



Write smaller



Use the correct letter



Use connectives



Write on the line



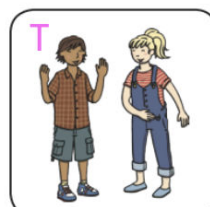
Use capital letters at the beginning of names and places



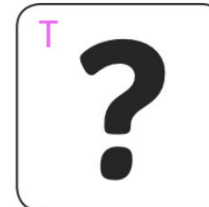
Use speech marks



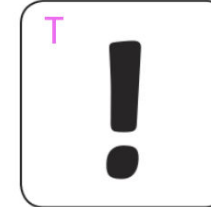
Use wow words



Say the sentence to someone to make sure it makes sense



Use question marks

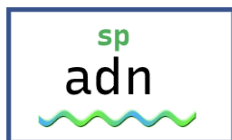


Use exclamation marks



**What do the marks on your work mean?**

Your teacher will mark your work using a green pen.



Up to 3 spellings to check.

The cat sat on the mat



Missing full stops.

the cat sat on the mat.



Missing capital letters.



For good evidence of the learning objective.



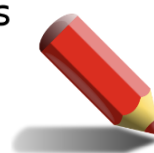
To show you where a finger space should be.



To show you where a new sentence should begin.

Your teacher will show your target or thinking question in pink.

Your teacher may ask you to do any corrections in a red pen or pencil when they talk to you about your work.



You worked by yourself.



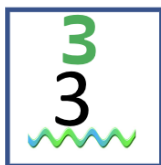
You needed some help.



You worked with a grown up.

**What do the marks on your maths work mean?**

Your teacher will mark your work using a green pen.



If your numbers are the wrong way round.



If you have got the answer right.



If you have a correction to revisit.



You worked by yourself.



You needed some help.



You worked with a grown up.

Your teacher will show your target or thinking question in pink.

Your teacher may ask you to do any corrections in a red pen or pencil when they talk to you about your work.



## Windlesham House School Marking Guidelines



Your book will be marked for:

- A MAXIMUM of three spellings.
- Subject specific spellings.
- The misuse and absence of full stops in written work. 1 punctuation error will be corrected.
- Structure and the use of paragraphs in your writing.
- Basic correct grammar. 1 example of inaccurate grammar use will be corrected
- Your vocabulary choices.
- Common Signs for Marking:
  - New sentences = /
  - New paragraph = //
  - Spelling error = circle error and put 'SP' in the margin.
  - Misuse of capital letter = Correct and write 'C' in the margin.
  - Punctuation error – circle error and put 'P' in the margin.

One area that is linked to the success criteria which is great will be highlighted in **green highlighter**.

One area that is linked to the success criteria which does not meet it will be highlighted in **pink (for think)**.

Pupils respond in **red to comments – red for response**

**Date** (underlined)

**Miss** a line


**Title** (underlined)

**Miss** a line

**Start**

All written work should be presented like this using the DUMTUMs

**D**ate  
**U**nderline  
**M**iss a line  
**T**itle  
**U**nderline  
**M**iss a line  
**S**tart



## Appendix 5 - Spelling, Punctuation and Grammar (SPaG) Marking Guidelines

Teaching staff should be provided with a range of ideas and supporting resources to help embed literacy with lessons. These resources should be adapted and personalised, where applicable, to suit needs of the pupils. To ensure a consistent approach to literacy, the guidelines are to be followed by all staff. Teachers should mark in a contrasting colour to pupil's work and pupils mark in another colour.

Remember to:

- Correct the first three spellings.
- Get pupils to do corrections on a MAXIMUM of three spellings.
- Use discretion as to which spellings.
- Subject specific spellings should have priority.
- Correct and challenge the misuse and absence of full stops in written work.
- Remind pupils to think about structure and the use of paragraphs in their writing.
- Remind pupils of the need for basic correct grammar.
- If appropriate, remind and challenge pupils of their vocabulary choices.
- Highlight subject specific spelling
- Correct and Challenge: 3 x spellings 1 x piece of punctuation 1 x piece of incorrect grammar
- Common Signs for Marking: New sentences = / New paragraph = // Spelling error = circle error and put 'SP' in the margin. Misuse of capital letter = Correct and write 'C'. Punctuation error – circle error and put 'P' in the margin.
- Paragraphs  
Paragraphs are fundamental in ensuring that writing is structured coherently so that ideas are easy to follow. Likewise, in media and non-fiction texts they help to break down the text in a more visual and engaging way.  
TiPToP is (another) acronym which can support pupils in remembering how/when to start a new paragraph: TiP ToP Time Place T