



RGS Marking Guidelines
August 2024 - 2026

Rationale

Marking and responding to pupil's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school. It informs and enables staff, pupils and parents/carers in this process.

The way in which we respond to pupil's work inevitably communicates signals to the pupils. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the pupils understand and can relate to.

Our Aims in Marking/Responding to Pupil's Work

- To use marking as a teaching tool to inform the pupils of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To develop pupil's ability to proof read, edit and improve a piece of work before the teacher sees it.
- To expect pupils to use methods to indicate their own understanding of their learning
- To expect pupils to explain how they think work can be improved.
- To make effective use of response partners to respond to their peer's work.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
- To create a common, agreed, continuous, developmental methodology throughout the school which is understood and utilised by both colleagues and pupils.

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individual, groups and cohorts of pupils. Our Assessment for Learning Guidance document supports this policy.

It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners **know how** to improve
- develops the capacity for self assessment
- recognises **all** educational achievement

Our Agreed Methodology

All work is marked. GREEN ink is always used

- Early Years staff respond to pupils' work verbally although they will always "mark" that the work has been assessed/discussed
- Written and verbal "marking" becomes more complex as the child gets older
- The marker's responses take into account the learning objectives of the activity/area of the curriculum. There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum
- When a child has achieved the learning objective, the marker will highlight this in YELLOW highlighter
- *Writing* – in some cases the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good" time after time. ***It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them***
- It is not appropriate for written comments to be made upon every piece of work. Assistant Heads agree targeted pieces of work at planning meetings. Individual colleagues make written comments as and when necessary
- Pupils are encouraged to evaluate their own work before marking, feeding back on which learning habit they feel that they have demonstrated in that particular lesson so that they become accustomed to the correct language related to the learning habits. This is done in PURPLE pen. As well as this, children to feedback how they felt at the end of the lesson based on the learning objective using a simple traffic light system colour.
- After marking, pupils reflect, correct and address any misconceptions.

- Time is regularly set aside to enable pupils to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a “marking dialogue” with the teacher.
- Pupils’ editing, corrections and responses to marking are written neatly in PURPLE ink.
- Targets and development points are written in RED.

Our EYFS Responding to Pupils’ Work

- Pupils’ work is annotated where necessary, giving the context to the piece of work and/or recording the ‘voice of the child’ which supports practitioners in the assessment of the child’s overall understanding and attainment .
- Annotation and verbal feedback is always positive focussing upon the evidence of what the pupils can actually do independently and supports their next steps.
- All evidence within each child’s learning journey is marked as ‘aided’ if the piece of work has been completed with the support of an adult.
- All evidence within the pupils’ learning journeys is dated.
- This supports the tracking of individual pupils’ progress and is used to inform the planning for the pupils’ unique next steps.

Our KS1 and 2 Responding to Pupils’ Work

- Pupils’ work is annotated where necessary, giving the context to the piece of work and/or recording the ‘voice of the child’ which supports practitioners in the assessment of the child’s overall understanding and attainment .
- Annotation and verbal feedback is always positive focussing upon the evidence of what the pupils can actually do independently and supports their next steps.

The following annotations are used:

- the marker’s recognition of correct responses, and to acknowledge that the work has been marked, is indicated by a **✓**
- the marker’s recognition of an incorrect response is indicated by a dot in green
- incorrect spellings are indicated by a line under the word and the correct spelling written either in the margin or above the word. Errors are NOT to be crossed out or written over with a correction
- where appropriate, incorrect spellings are underlined and “sp” written in the margin. This indicates that the child should know the word or is expected to search for the correct spelling independently
- a missing word is indicated by a **Λ**
- the marker indicates a lack of clarity in meaning with **?**
- missing or incorrect punctuation is indicated by a **○**
- an omitted new paragraph is indicated by a **//** where the new paragraph should begin

- finger spaces are needed **G**
- independent work **I**
- Work supported through teacher focus group **T**
- work supported by a teaching assistant **TA**
- **all work undertaken by anyone other than the class teacher (e.g. a Supply Teacher) is marked, initialled and dated by the marker.**
- all pupils are taught to understand, interpret and use these marking symbols within their own work and in response to another child's work
- all pupils are encouraged and expected to assess, respond or comment on their work/learning e.g. through use of 'smiley faces', 'traffic light' symbols, responding in writing to marking, etc.

Success Criteria

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards set learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they take part in assessing their learning and how they will be helped to make further progress is also planned.

Success criteria are elements of the learning objectives – either the steps involved or what you need to remember to do in order to achieve the learning objective. For summary tasks, success criteria will either be shared with pupils in advance or pupils will generate success criteria, both written and verbal, against which performance/attainment is measured in relation to learning objectives.

Date: August 24