



# Lime Tree Primary Academy

## Marking Policy

Date	Review Date	Coordinator	Nominated Governor
October 2023	October 2026	Lauren Slack	Iain Wilson

### 1. Purpose:

This policy promotes best practice and establishes consistency in marking and assessing learning across the whole school. At Lime Tree Primary Academy, we believe that a successful quality marking policy will contribute to all children being active participants in their learning enabling them to reach their academic and personal potential.

### 2. Aims:

Our aim is to establish an efficient, positive and consistent marking approach that fosters students' learning and enhances their understanding of how they can make further improvements. Its primary emphasis lies in nurturing resilient learners and cultivating a heightened sense of independence in a child's learning journey, whilst at the same time, propelling the learning process forward.

### 3. Rationale:

*'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)*

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus, Tom Sherrington and Oliver Caviglioli)*

Marking and feedback can play a pivotal role in children's success. They serve the purpose of bridging the divide between children's existing knowledge and areas where they lack understanding. Immediate marking and feedback represent a crucial mode of communication between children and their teachers. This process empowers children to become reflective learners, helping them to close the gap between their current abilities and the desired outcomes.

### 4. Marking in School

At Lime Tree Primary Academy, marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson. It also allows for children's learning to move forward which in turn leads to a greater depth in knowledge and understanding. Teachers must plan for feedback to take place and should include a range of assessment types including teacher, peer and self-assessment.

#### Feedback

For feedback to be effective, it needs to be clear, purposeful, meaningful and compatible with pupils' prior knowledge. At Lime Tree, we ensure our feedback is directed at the right level, so it can assist children to comprehend, engage and develop effective strategies to process the information intended to be learnt.

We give pupils verbal and written feedback as the children are learning and provide strategies to help them improve. This verbal feedback and dialogue should be embedded within every lesson. It should



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be specific to the learning objective and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback verbally. They will address misconceptions, consolidate learning and move the learning forward. This will be quick and positive which will encourage a growth mind-set, greater resilience and a want to strive for accuracy.

### Close Marking

At Lime Tree Primary Academy, pieces of work will be close marked when needed to actively promote and enhance the learning process. This will consist of the teacher identifying spellings to correct as well as giving the children a target or a challenge to progress the learning forward. Spellings and how to mark them can create difficulties. As a general rule, teachers should write 'sp' above the incorrect spelling, alongside the correct spelling of the word in the margin. In work where there are many incorrect spellings, careful professional judgment is required in determining how many to identify so as not to demotivate the child. The general rule for this is three, but this is dependent on the length of the piece of the writing.

### Children's Response to Close Marking

Close reflection and review of the teachers' marking by children is imperative, otherwise it negates the time the teacher has spent upon it, and does little to improve learning. Children should be given time, at the start of each lesson or in a discrete time set to be able to read and respond to the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be expected to respond to the written feedback, either by correcting their mistake in a green pen or by writing a reply on a post it note.

### Marking Grids

Marking grids are usually used when marking longer pieces of writing. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or struggled at something, this will be evidenced on the feedback sheet and used in the follow-up lesson, during MAD Time, as a teaching point.

English Marking Sheet	
Praise:	Misconceptions/ SPaG errors:
Cause for Concern:	MAD Time Activity
Instagram Moments:	Absent/Incomplete Work:
	Presentation/ handwriting:

### MAD Time

Once whole-class feedback has been given, children need time to respond to be able to reflect critically on how to craft and improve their work, and to develop new techniques to put their feedback into practice. We label this time and space within lessons MAD Time – Make A Difference Time.



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Most extended writing lessons will be followed up with a 'MAD' session where children receive whole class feedback about strengths and areas for development. The teacher will also give direct support to any individual pupil's, where needed, to help them identify and address their own weaknesses.

MAD Time will be divided into two sections:

1. Proof-reading - changing punctuation, spelling, handwriting and grammar mistakes
2. Editing - improving their work to improve the composition

### Peer and Self-Assessment

We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.

Teachers will understand, clarify and share clear success criteria for pupils to self or peer assess against. We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their own mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher. As such, this editing process will be carried out in green pen to make the journey of their work evident.

### Marking in the Foundation Subjects

Medium term plans for foundation subjects include an accompanying marking grid. It is the responsibility of the teachers to fill out this grid after each lesson. This assessment

Marking Grid		
Met objectives/ praise	Not met objectives / misconceptions	Differentiated retrieval for next lesson Overarching question or theme: Retrieve, retrieve and because, retrieve, because and So what/why?

will determine which children have achieved the learning objective and will also contribute to the formulation of the 5 recall and retrieval questions for the subsequent lesson.

### Standard symbols used to assist in the monitoring of pupils' progress

Verbal feedback	VF
Marking grid	MG
Spelling mistake	sp
New paragraph	//
Omitted word	^
Assessed write	AW
Independent work	I
Supported	S
Target/ challenge	Ⓢ
Incorrect calculation	.
Correct	✓

## 5. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### 6. Monitoring

The practical application of this policy will be reviewed every 36 months or when the need arises by the coordinator, the Head of School and the nominated governor.

<b>Head of School:</b>	<b>Clare Larkin</b>	<b>Date:</b>	<b>2<sup>nd</sup> October 2023</b>
<b>Chair of Governing Body:</b>	<b>Dan Jagger</b>	<b>Date:</b>	<b>2<sup>nd</sup> October 2023</b>