

KWS Marking Policy



Approved by: SLT

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Version:

4

Next review due by:

April 2028

1. Aims

We believe marking should provide constructive feedback to every child, focusing on progress against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps to their learning. Uniform marking across the school, from all departments, enables students to understand and engage in the process.

1. To help students make progress;
2. To provide strategies for students to improve;
3. To give students dedicated time to reflect upon their learning and put in effort to make improvements;
4. To inform planning and structure the next phase of learning;
5. To facilitate effective and realistic target setting for student and/or the teacher;
6. To encourage a dialogue to develop between student and teacher;
7. To encourage students to have a sense of pride in their presentation of work;
8. To correct mistakes, with a focus on literacy/vocabulary skills.

2. Effective marking should:

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for their success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps to learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work
- Provide a tool for end-of-year report writing for all staff
- Be completed at least weekly, with acknowledgement of all work on other days

3. Basic marking

The learning objective and date will be at the top on the left hand side of the page underneath this there should be success criteria for an assessment piece of work.

Basic marking would include one or some of the following:

- Verbal comments and oral feedback during the lesson
- Verbal comments and oral feedback after lessons to indicate the learning that was achieved in previous lessons. (Verbal feedback must always be annotated as below.)
- A basic level of marking – tick, question mark, simple comment.
- No comments need to be written at the bottom, but teachers will take the opportunity to pick up on spellings, grammar, presentation, layout, number formation etc. All areas of improvement need to be noted on the lesson plans
- The marking policy is linked to the behaviour policy

P	Merit for an exceptional piece of work that is also logged on positives on POD
TA	TA guided or supported the work.
↑	Word/number is missing.
✓✓	Met the learning objective . (double tick)
SA	Self assessment
PA	Peer assessment
Target	Target for the next piece of work.
—	Spelling incorrect- correct spelling in margin
VF	Verbal feedback given
Pink highlighter	Emerging. I showed an emergent understanding of the LO.
Orange highlighter	Almost. I understand some, but not all, of the elements for my LO.
Green highlighter	Secure. I have demonstrated a good understanding and achieved my outcome.
WWW	Green pen
EBI	Purple pen

4. Effective feedback (quality first marking)

This must relate solely to the learning objective. This should be done once a week, or several times when appropriate, within a unit of work. All pupils must be given an opportunity to read the teacher's comments, fully understand, and staff will ensure this has been checked and sign the piece of work.

5. Green for go!

Examples of where children have met the success criteria in a piece of work will be highlighted using the RAG (red, amber, green) system. This should also transfer across to your planning and APP assessments.

All success criteria will be recorded in books.

Teachers will use the WWW (what went well) marking method at the bottom of the piece of work. In **green pen**, teachers are to write positive comments relating to the success criteria and learning objective.

Where targets have been set for the next piece of work, teachers will prompt children to improve their work.

Checklists showing the criteria should be stuck into books to use for self-assessment. This should be a scaffolded process with children becoming more independent self-assessors as their confidence grows.

Teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to their work during the lesson.

After quality first marking, time should be given, either in the next lesson or within a specific response time, for children to read the marking comments and respond to the suggestions.

Children should sign and date the comments to show they have read and understood the comments.

6. Marking improvement prompts (purple)

- Reminder prompt: linked to success criteria and LO, e.g, Say more about

Explain this to me

- Scaffolded prompt: A sentence given by teacher with missing words or an open ended questions e.g. Could you try and make the ending more interesting? Describe the
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.
- EBI (even better if) written in **pink / lilac** pen, one target for pupils to achieve in the next lesson.

7. Monitoring

Staff:-

All staff will update their APP and level descriptor proformas weekly, ensuring they are dated.

All staff should meet half-termly with their students to discuss the quality of their work, current levels and targets. This is to be recorded.

All staff will use the half-termly discussions to update the school teacher assessment tracker.

SLT:-

All marking will be regularly monitored by the senior management team, as per the learning walk schedule, and feedback will be given to all staff.

Books and folders will be observed and checked during performance management and observations; during this time, the marking policy will continue to be reviewed.

8. Links to other policies and guidance.

Behaviour Policy

Staff Code of Conduct

SEN Policy

Exams Policy

Exams Contingency Plan.

Malpractice Policy (exams)

Internal Moderation Policy

Independent Schools Inspection Framework.

School Inspection Handbook

Teachers' Standards.