



Marking Procedures Policy

NON STATUTORY POLICY

Review: Two-yearly

Next Review Date: February 2026

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers

It is of paramount importance at Brockley Primary School children receive both positive and developmental feedback for the work that they produce across the whole curriculum. In providing this marking feedback it is intended that children understand how they have succeeded in their learning steps, as well as how they can continue to improve their work in a supportive and encouraging environment.

Brockley Primary offers an environment where children are encouraged to do their best and are prepared to evaluate their own and other's work in a positive and supportive manner – The Brockley Way, "Only my best is good enough!"

The purpose of marking:

- To assess understanding
- To inform future learning / teacher's planning
- It offers an opportunity to have a regular dialogue with the children
- To support teachers and children in their understanding about the learning steps and criteria for success
- The teacher can provide constructive suggestions about ways in which the child may improve his/her work
- Teachers and children can monitor progress towards targets

At Brockley Primary School:

All work will be marked, but teachers will be selective about which specific aspects they choose to comment upon. We do not correct all mistakes within a child's piece of work. It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

For slips, it is often enough to simply indicate where each slip occurs, and provide time for the child to correct this error. If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.

Marks out of a total or grades on children's work are only used in a test or formal assessment situation. Suitable summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.

During each lesson, the teacher will ensure the children understand what the learning steps and outcomes are and that these will be the criteria by which the children's work will be marked. The learning objective of the work will reflect the step and, thus the criteria for marking.

Teachers will recognise effort as well as quality, not in a vague or generalised way, but linked to specific skills or understanding.

In our quality marking, we try to include positive comments and next steps, e.g. I liked the way you have used adjectives, next time ... It is not a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps.

Sometimes children will mark their own work or each other's under the supervision of the teacher or Learning Support Assistant. Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

At Brockley Primary it is important that the children receive a consistent message as they move through the school. In this respect a progression of marking and recording has been implemented so that children can recognise when they have achieved success whether they are in the Foundation Stage, Key stage 1 or Key stage 2. To achieve this consistency, the team at Brockley use the colours of Green and Orange to promote success and development.

All staff follow the Marking Symbol Master. These will be displayed in the classroom for reference. (Please see attached documents)

This marking is then used to track progress through Eazmag.

The Headteacher and senior Members of Staff will conduct termly work scrutiny and lesson observations to monitor that the "Marking Policy and Procedures" are being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

Foundation Stage

Due to the practical nature of the Foundation Stage and the encouragement of Free Flow Play, it is expected that children will receive positive feedback both verbally and through the use of written feedback in the presence of the child. Children know that they have succeeded when they receive positive verbal comments from their teacher and receive a dojo reward.

When comments are recorded they will be written in green ink – this is the colour that will indicate to the child that they have achieved success. This will be consistent across the school.

The Foundation Stage team will continue to record their observations to inform progress against the Early Years Outcomes. These recordings will be used as reference documents by the team to inform their assessments.

From the beginning of the summer term Foundation stage will adopt the Key Stage One marking scheme.

Key Stage One

Green Ink will be used to highlight the success achieved against the learning step or achievement of personal targets. Work will either be highlighted or a comment recorded in green ink. Marking will be made accessible to all groups of children. By highlighting in green, children are instantly aware that they have achieved a degree of success and can celebrate their achievements.

Orange ink indicates to a child a "Developmental" point – an area within his/her work in which an improvement could be made and reflected upon. It is expected that a child will

have the opportunity to review orange highlights, either in a review session or with the intention of applying the development next time.

KS1 introduce the marking symbols to highlight to children that an error has occurred or an element of their work needs to be revisited. Again this will be highlighted in orange. Not all work will be corrected, only work that children are expected to be able to complete according to their ability or is specific to the 'step' set. For example, during the development of writing structure, children may omit the gaps between words necessary to make the writing legible. A symbol has been agreed to demonstrate this.

The Key Stage One team is very aware that there are children who are working above their age related expectations. For these children, more detailed "Marking" will occur – reflecting the procedures for Key Stage Two children. The expectations for reflection will also indicate the child's ability.

Key Stage Two

The Key Stage Two team will apply and extend all the above procedures – ensuring that the children fully understand how their work has been reviewed by an adult and what he/she can do to improve work further. The colours of green and orange will be firmly embedded at this stage and the children will recognise the routines associated with evaluation and "Marking".







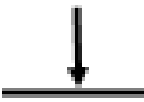
It is essential that children in Key Stage Two are given the opportunity to look back and reflect upon their development points that are highlighted with orange ink. It is expected that time will be given to improve the task or for the developmental point to be reflected upon next time in the child's work.

The Key Stage Two team will monitor recurring developmental points to inform their planning and the progress of the child.

Supported work achieved in guided sessions will be appropriately identified.

If a practical activity takes place, the learning step and success criteria in the child's book or folder and photographic evidence placed in SeeSaw, may then be responded to by the teacher and/or child.

Brockley Primary School — Marking symbols

Independent work	
Teacher/TA support	
Remember full stops and capital letters	FS CL
Verbal feedback	 or VF
Objective achieved	
Take care with Handwriting	
Finger spaces	
Stay on the lines	

Brockley Primary School

EYFS Marking Policy

- GORANGE
- (i) Independent
- (TS) Teacher/TA support
- (VF) Verbal Feedback

Please write in inverted commas exactly what a child says when discussing their learning e.g: "It says that we went to the park with my mummy cos that's what we did."