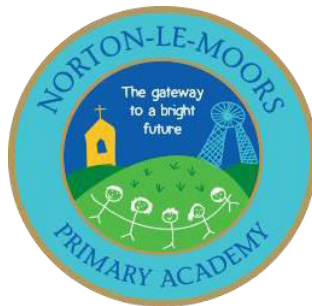


Marking & Assessment Policy



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MARKING & ASSESSMENT POLICY

For Remote Learning

****Please see Page 5-6 for a summary of expectations.****

Rationale

To ensure that all children have their work marked in such a way as to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To ensure high expectations are fostered at all times.
- To motivate children to want to produce high quality work and make progress.
- To help children to recognise what they do well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To see if teaching has been effective and inform the next steps of planning.
- To provide evidence of interactions between staff and pupils.
- To support a culture whereby children learn to build on their strengths and develop areas of weakness.

Good Marking

Good marking occurs when it is:

- Clearly related to the WALT (We Are Learning Today) lesson objectives
- Meaningful to the individual child
- Used to inform future planning
- Positive and constructive
- Used to encourage a dialogue between staff and pupils
- Used to support the levelling of pupils' work
- There is opportunity to correct work and move their learning forward

Our marking should include:

- Positive pink comments
- Green areas for development
- Additional support to extend learning or address misconceptions

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Approaches to Marking

Marking should be undertaken as quickly as possible so that the pupil is able to make sense of it and use it constructively. Marking may be done with an individual pupil or with a group. This allows for immediate feedback and enables dialogue between staff and the pupil. Every piece of work is marked daily, with a 'next step' comment given in green when needed, due to misconceptions. Marking should mainly focus on particular aspects of the work as identified in the lesson objectives. Time needs to be allowed for pupils to reflect on these comments and work on improvements to their work. Where necessary, the first 5 minutes of a lesson may be dedicated to looking back at the previous piece of work to address any feedback that may have been given, as well as an opportunity to recap previous learning.

The level of challenge should also be addressed through marking; when a child is familiar and competent with a concept or skill, marking should show that the child has then been moved on. So, a further activity may be set, where a child has clear misconceptions. Questions could be fairly open-ended to encourage reflection eg What would happen if....? What do you think about...? Can you find another way to get the answer...? Time needs to be allowed for pupils to reflect on these comments and work on improvements to their work.

Where a child has surpassed expectations of the objective and the success criteria a pink comment only may be given. This work could also receive a special sticker in recognition of the child's outstanding effort and achievement.

The level of challenge should also be addressed through marking; when a child is familiar and competent with a concept or skill, marking should show that the child has then been moved on. So, in Maths for example, after a number of calculations reflect secure understanding of a skill, children should be challenged further and not coast with the same concept.

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The Marking Process

Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked.

During a piece of work, comments may be added as the child works and corrections made by the pupil in purple pen (Year 1 and above). Spelling expectations are addressed at an age and ability level. Children are encouraged to correct errors independently if it is expected that a child knows how to spell a word.

After a piece of work, a pink star comment may be added. Comments should relate to the WALT. Comments should be motivational, praising aspects of their work, and personal to the child, using their name.

Constructive criticism should target specific areas for improvement and offer clear guidance on how to improve work further, where appropriate, this may not be every lesson. If work is not of a good standard but demonstrates that a pupil has made a good effort, then this should be clearly indicated through comments such as " (Name) , you have clearly tried hard and made a good effort with this work."

After work has been marked, pupils should be given the time to reflect on their previous work and address any areas for improvement. They should be encouraged to discuss comments with staff.

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EXPECTATIONS

Mathematics books

- Pink comments to show achievements against the WALT
- Pink tick on the label if the WALT has been achieved and staff initials marking the piece of work on the label
- Green comments for number formation and rehearsal of this. The same number should not be continually being inaccurate. (No more than 3 numbers)
- Misconceptions addressed in books by being modelled in green pen to show clear methods e.g. a calculation method
- Where necessary, green pen comments to extend/ apply learning through problem solving or reasoning questions.

English/ Literacy (EYFS only) books

- **Pink comments** should be used to praise pupils and identify successes linked directly to the WALT (Learning Objective).
- **Margin marking** (introduced from KS1) should be completed in **pink** to highlight where children have demonstrated achievement against year group expectations or their individual ability.
- **SPaG errors** (Spelling, Punctuation and Grammar) should be addressed by the teacher by underlining with a ruler and/or the correct spelling/letter formation should be written by the marker if there is space (EYFS and KS1). In KS2, errors should be identified in the margin using the following codes:
 - Sp- check this spelling - this is a word you may already know.
 - CL- A capital letter is missing or has been used incorrectly.
 - P- Check your punctuation - punctuation is missing or incorrect.

Following marking, pupils should complete:

- Up to 3 letter formation fix-its
- Up to 3 spelling fix-its, carefully selected according to the child's stage of development.

No child should receive more than three of each in a single piece of work.

- Where a pupil requires a significant amount of corrective (green) marking, this should be viewed as an indicator that further teaching or intervention is needed to address misconceptions. Staff should use their professional judgement for pupils who would find extensive corrections overwhelming or demoralising, correcting only the most impactful errors. Appropriate interventions should then be planned to close identified gaps.
- **KS1 pupils** should be introduced to a purple editing pen to edit and improve their writing following verbal feedback during or after the lesson, encouraging independence and the development of editing skills.
- **Green comments** may be used to provide additional challenge where appropriate. This

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could include improving vocabulary, correcting or rewriting words or sentences, extending ideas, or redrafting sections of writing, depending on the child's age and ability.

- Pupils are expected to spell correctly any vocabulary that has been explicitly taught through the current '**For the Love of Reading**' text (e.g. *The Gingerbread Man*). These words should be treated as non-negotiable spellings within independent writing.

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Other areas books

- Pink comments to praise children and show achievements against the WALT.
- KS1 introduce a purple pen to allow children to edit their writing based on verbal feedback given during or after a lesson.
- Margin marking (from KS1) in pink to show the children their achievements against year group/ ability expectations.
- Expectation of spellings to be correct when relating to the subject e.g. In Geography = England, or Science = plants. Subject specific spellings are to be addressed. (no more than 3 spellings).
- Basic letter formation and handwriting to be addressed as an addition to the above bullet point and not instead of (In EYFS no more than 3 letters)
- Green comments should also address misconceptions of that subject

Verbal Feedback

Where adults provide verbal feedback for children this dialogue should be recorded by children - a record of the discussion should be written in green pen and any recommendations/improvements the teacher has made.

This should be age appropriate, ie. For Year 2 classes, key words can be recorded from the discussion, rather than a full record of the dialogue. In Year 1 - this training can begin in the Summer term for Year 1 children, unless the teacher feels children are ready for this earlier. If verbal feedback is given at a mid-point to a lesson, ie. In a mini-plenary, the code VF, should be used so that the impact of the feedback from that point can be seen.

Codes

VF - Verbal Feedback

A - Assisted Work (to be written on the WALT label)

I - Independent (to be written during the work if a child moves from Assisted to Independent in the lesson)

EYFS specifics

In Nursery, should a child be ready for green comments earlier than this then this can be introduced at the discretion of the practitioner. In Reception, pink celebratory comments can still be used. Green comments to focus on letter/number formation and phonic skills.