



Marking Policy - March 2025

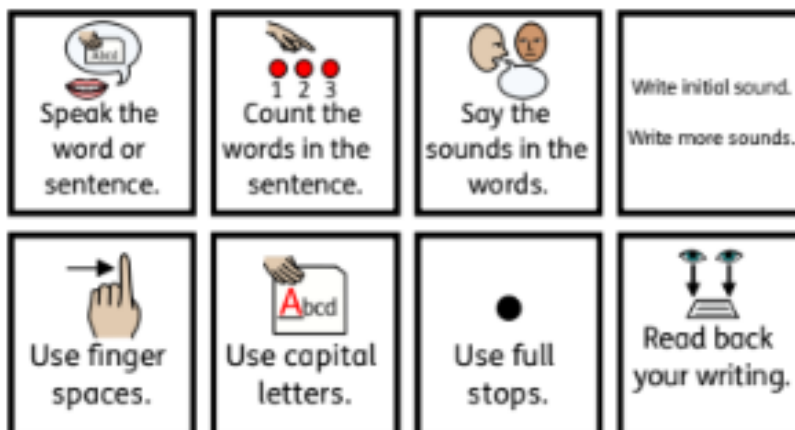
FS2

Writing

Marking is done with the children verbally. It is done using the same pictorial symbols (see example below) as writing cues for the children. These symbols will be stuck into books for each piece of writing and ticked using the colour **GREEN** with the children. Symbols will be ticked if the skill is seen during the writing activity and a next step for the children will be identified through the symbol 'NS' written in **PINK**. This feedback can then be referred to during the next writing session so that children know what they are aiming to do. Children are working towards their individual next steps so learning objectives are not written in books.

This form of marking will take place for every child for every piece of writing in their writing book. Letter formation or incorrect spelling of words will be corrected by the adult using a yellow pen. The children will be expected to trace over the letter/word and then have a go at writing it themselves. If work has been completed independently, it will be marked with an I.

Example of writing marking strip:



Drawing Club

Drawing Club books are not marked formally, only annotated for what the child has said.

Maths

The majority of our maths tasks are done practically within a small group using concrete apparatus with minimal recording. When the children do record in their books, marking is done with the children verbally. It is done using marking strips (see example below). These symbols will be stuck into books for each piece of recorded maths work and ticked using the colour **GREEN** with the children. Boxes will be ticked if the skill is seen during the maths activity and a next step for the children will be identified through the symbol 'NS' written in **PINK**. This feedback can then be referred to during the next maths session so that children know what they are aiming to do. Children are working towards their individual next steps so learning objectives are not written in books.

This form of marking will take place for every child for every piece of maths work in their maths book. Number formation will be corrected by the adult using a yellow pen. The children will be expected to trace over the number and then have a go at writing it themselves.

If work has been completed independently, it will be marked with an I.

Example of maths marking strip:

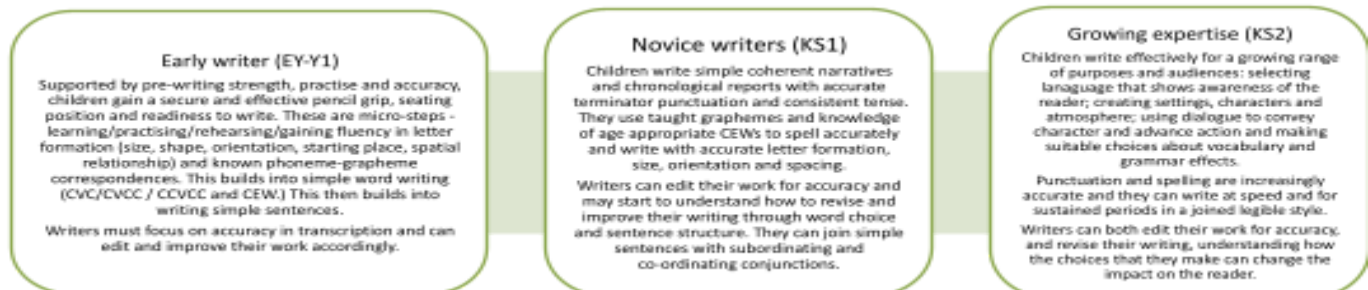
Cardinality and counting; Comparison (including measure):

Say number words in sequence	1-1 correspondence	Stopping number	Subitising to 3 Subitising to 5
Numeral matching	Comparison of amount (including 1 more/1 less)	Comparison of measure (heavier/lighter; longer/shorter)	Mathematical explanation

English

Downlands Literacy Feedback and Marking Policy

At Downlands School, we give feedback based on a child's writing stage rather than their age.



Teachers personalise all feedback based on the child's writing stage but also use their personal understanding of the child's pastoral and learning needs. Feedback is used to help children understand how they can improve with their learning and as a learner, as well as helping children to celebrate and be proud of their successes.

EW – Early Writer

All feedback given to children who are writing at an EW level will be based on letter formation (unjoined) and correction of known CVC/CVCC/CCVCC spellings, phonemes and common exception words (e.g. the). This will progress throughout the year with a rising expectation as more of the Sound Write initial and extended code is taught. All feedback will be verbal and corrections assisted live within lessons.

NW - Novice Writer

All feedback given to children who are writing at an NW level will be based on letter formation (unjoined/joined based on the child's individual expectations) and correction of known CVC/CVCC/CCVC/CCVCC spellings, phonemes and year one and two common exception words. This will progress throughout the year with a rising expectation as more of the Sounds Write extended code is taught.

As children's sentence understanding builds, the only punctuation corrected will be punctuation known, taught and embedded, with an emphasis on capital letters and full stops. Most feedback will be verbal but corrections may be unassisted. Children who are confident NWs and moving towards GE may receive some written feedback.

GE - Growing Expertise

Feedback given to children who are writing at GE level will focus on skills that can be brought forward through all writing pieces and are not genre based. Although, other skills shown may be verbally praised and promoted. Feedback will be given based on the formation, spelling and punctuation errors that have been taught or are already known. Feedback will be given in a variety of formats, such as: whole class, small group, peer-to-peer, written, verbal and self generated.

Marking Symbol	What it means
I <i>Only to be given for EW/NW level.</i>	Work was completed independently of a teacher.
S <i>Only to be given for GE level.</i>	Supported. S by a question/paragraph indicates that that part of the work was supported. S by the learning objective indicates that the whole of the learning was supported. This may be typed next to LO's for groups that are preplanned to receive support.
V <i>Only to be from NW Level.</i>	Verbal feedback given. This also indicates live marking as children's work will have been viewed by the teacher before the verbal feedback was given.
P <i>Only to be given from NW Level.</i>	Punctuation error. (in pink).
Sp	Spelling error (in pink).

.	Other errors or mistakes made (in pink).
Tick	Correct answer/grammar or good sentence work (in green).
Purple Pen <i>Only from GE level and some NW writers in KS2.</i>	Any ticks, dots, or editing/corrections in purple pen are pupil-led.
LO Highlighted	At the end of the lesson, the LO will be highlighted in one of three ways: <ul style="list-style-type: none"> • Achieved: The LO will be fully highlighted in green. • Partially Achieved: The LO will be highlighted with green dashes. • Not Achieved: A pink dot will be placed next to the LO.

Expectations of Frequency of Feedback

The level of feedback given may vary depending on task, objective, pupil involvement and a child's personal learning journey. This may vary throughout the week or vary between groups within one lesson. All marking is for the learner and the progression of their learning journey.

All independent writing pieces will receive full feedback. All sentence work or short pieces of writing in lessons will receive full feedback.

Feedback Levels:

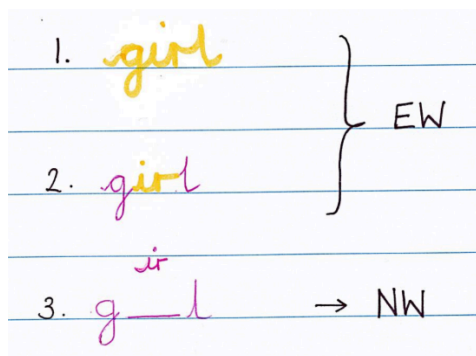
If the learning is represented by a photo or a group/whole class completed task within the book.	None Individual feedback will not be given.
If the learning is a group task completed with support.	Partial Feedback may comprise of an 'S' code and LO highlighted (as above). If the support is given by a TA, they will verbally give feedback to the teacher as necessary.
If the learning is an individual piece of writing/sentence work.	Full Feedback will be written or given verbally within the lesson. Therefore there will either be a 'V' code or pink/green pen used to correct/highlight chosen SPaG errors. LO will also be highlighted.
If the learning is an independent writing piece (may be referred to as final/independent writes).	Full+ Feedback will only be given once pupils have <i>fully</i> completed their final write and not during the writing/editing process. However, pupils can give peer-to-peer feedback during the writing/editing process. Feedback from the teacher will be written, and pupils will be given a positive comment and a target for further development. This target should be a generalised writing goal that they could apply to their next piece, not genre specific.

Expectations of Pupil Response to Marking

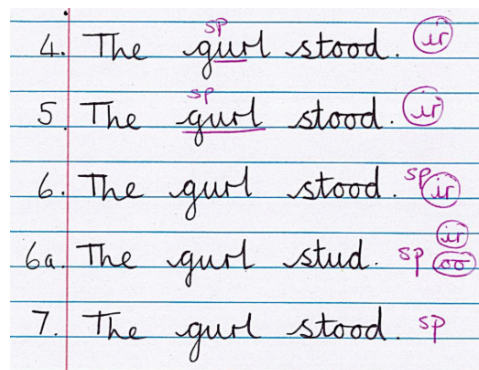
Early Writer	Pupil response to feedback will be verbal or children will trace over yellow pen correction given, before independently forming.
Novice Writer	Pupil response to feedback will be responsive to verbal feedback and happen within a lesson, some of these corrections will be in purple pen if the child is in key stage two. In regard to spelling, the pupil may be asked to try and correct a phoneme error (see spelling correction guide below.)
Growing Expertise	Pupil responses to feedback will include both verbal and written forms. When written feedback is given, KS2 pupils may use purple pens to correct errors. If feedback is provided verbally, evidence of their response may be seen in the progression of their writing or learning within the lesson. Children will correct spellings and punctuation based on both verbal and written feedback.

Spelling Marking Progression

Early and Novice Writers



Growing Expertise



Example of Feedback Given for FULL Marking

Depending on the stage of writing, this may only consist of a spelling or formation correction. This is a sliding scale that is used according to the child's stage, understanding and need.

Early Writer

I LK my lU Nch. ✓

The got I went to the pool ✓

girl

Only pick one spelling
and I would make it
the easier phoneme.

Novice Writer

I wish I could play ale the time.

Sam hated mixing his lunch with his friends.

Bereissit ~~ing~~ on bean ~~blog~~.

Finger spaces

all

Only choose one spelling
but underline other spelling
errors (max 2 or 3).

Growing Expertise

Yr 3/4 → Gracie.

GE

It was a cold misty day but Molly was excited to go to the park. ~~but~~ her best friend, Laura Lucy, said she would meet her there. They liked exploring the woodland behind the swings. ~~they~~ pretended it was a jungle adventure.

i not $l \rightarrow i i i i \dots$

Green comment according to need/level.

Yr - 5/6 - Lily-Grace

GE

Sp • Excitedly, the brave heroic girl lepped into the deep
dark green the ice cold immediately. Sent her
P Sp • body into Shock physically. She couldn't move.
She began to sink!

Remember o joins from the top

Could say p^{x2}

o o o o o

Green comment according to need/
level.

Written outcomes in foundation subjects

Learning Objectives:

For each piece of learning in a foundation subject, a **Learning Objective (LO)** will be identified and evidenced through the activity. At the end of the lesson, the LO will be highlighted in one of three ways:

- **Achieved:** The LO will be fully highlighted in green.
- **Partially Achieved:** The LO will be highlighted with green dashes.
- **Not Achieved:** A pink dot will be placed next to the LO.

Spelling Corrections:

If a pupil misspells a subject-specific word that they are likely to use again, the word should be underlined in pink pen. The appropriate spelling strategy for their year group/stage should then be applied to support the pupil in correcting the error (see English section above).

Addressing Misconceptions and Errors:

- **During the Lesson:** If a pupil demonstrates a misconception or makes an error in understanding, this should ideally be addressed in the moment through verbal feedback. In such cases, a 'V' will be recorded next to the relevant section of their work.
- **After the Lesson (During Marking):**
 - If an error is identified during marking, it should be indicated by either underlining the incorrect sentence in pink pen or placing a pink dot next to the incorrect answer.
 - (In KS2) If the teacher determines that a verbal explanation is necessary for the pupil to fully understand the misconception, a **post-it note** may be placed in their book to signal that an adult will discuss the learning with them.

Maths

- The learning objective for each lesson will be shared with the children at the beginning of the lesson.
- The learning objective for all recorded work will be in books.
 - KS1 with each piece of work.
 - KS2 at the start of each unit of work.
 - Learning objectives will be marked as follows:
 - **Achieved:** Fully highlighted in green.
 - **Partially Achieved:** Highlighted with green dashes.
 - **Not Achieved:** A pink dot will be placed next to the LO.
- All work will be dated.
- Marking should be done in pink and green.
 - KS1 marking should be done with the child present (live marking) each lesson.
 - Verbal feedback should be marked V.
 - An indication will be given if work is supported (S)
 - KS2 should be self or peer marked using a purple pen, including corrections.
 - Work should be checked by an adult after each lesson (has work been completed, is it marked/corrected and LO marked accordingly).
 - Comments will relate to the learning objective and success criteria/presentation where relevant.
 - Any verbal feedback (live marking) should be marked V.
 - An indication will be given if work has been supported (S)

- Comments will relate to the learning objective and success criteria/presentation where relevant.
- KS2 cold and hot tasks should be marked using pink/green, stuck into maths books and results recorded on the spreadsheet for Maths Lead, HT and stakeholders.