



Marking Policy











Rational

At The Lyceum, we believe that marking should be useful for both the teacher and the child. **Feedback is most effective when it is a dialogue** that encourages the child to be an active participant in the discussion about their progress.

Marking Code for Years 1-6

Adults mark in **red**.

(Where the marker is not the class teacher, this is indicated with the staff member's initials.)

	"Star". Indicates positive feedback.
	"Wish." Indicates an action point for the child: challenge / edit / follow up task
	"Well done". Usually indicates a correct answer or method.
	Indicates an incorrect answer.
	"Think again." Indicates to the child that they must 'think again'.
	Indicates an incorrect spelling
	Indicates where verbal feedback has been given to the child.
	Indicates where work has been completed independently.
	Indicates where work has been completed with support.
	Level of understanding tracker: 1 line = weak, 2 lines = OK but some errors with consistency, 3 lines = confident and consistent

Frequency of 'Star' and 'Wish' in Years 1-6

- At least once a week in English books and Maths books (except Singapore Maths)
- At Least every three lessons in RE books and Science books
- Whenever verbal feedback is given
- For further guidance see Appendix A – Marking Guidance for Teachers

Responding to Marking in Years 1-6

Children respond in **green pen** or **green pencil**. There is time allotted each week for children to read the teacher's comments and learn from them.

Verbal Feedback

Given the preference for the interactive feedback described above, verbal feedback is preferred to written feedback. The symbol 'VF' is used to denote verbal feedback. Where the 'Star' and 'Wish' comments are discussed verbally, this is indicated by the symbol 'VF' in conjunction with edits made in **green**.

Marking in the Early Years Foundation Stage (EYFS)

In EYFS, stickers, stamps, ticks and other rewards may be given for good pieces of work. Feedback is nearly always verbal but written feedback is occasionally used.

Self Assessment and Peer Assessment in Years 1-6

Self assessment is done in **green pen**. Peer assessment is done in **purple pen** with the initials of the child doing the peer assessment in the margin.