



THE  
**WHITE  
HOUSE**  
PREPARATORY SCHOOL

**The White House Preparatory School  
and Woodentops Day Nursery**

**MARKING POLICY**

**Aim**

To establish a broadly consistent approach to the way work is marked, so that pupils value and have a clear understanding of the way their work is marked. All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

**Purpose of marking**

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback to each child about their current work.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- To foster a culture where it is ok to make mistakes, and the positive and constructive learning outcomes from this.
- To provide an opportunity for teacher/pupil dialogue.

**Broad Guidelines**

Good marking occurs when it is:

- Clearly related to the aims of the lesson or section of coursework
- Meaningful for the individual child
- Used to inform future planning
- Positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child



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- A variety of verbal and written feedback

**Approaches to Marking:**

- Marking should be undertaken as promptly as possible in **red** pen. Marking may often be done in the classroom with the child or a group, so that dialogue can take place and areas of difficulty be promptly dealt with - please note 'VF' when this is the case.
- Yellow **highlighter** should be used to highlight 'good' bits of work that show the learning intention has been achieved. This can be used as a plenary activity where children share their highlighted bits.
- It is not necessary to mark every piece of work in detail. Often a *check* is all that is required. *Checking* of work simply indicates that work has been seen. It can be done as the teacher moves around the room. Its principal purpose is:
  - To show awareness of the quality of work
  - To challenge incomplete or untidy work
  - To record an occasional comment to recognise outstanding effort
  - To identify pupils who may need more help or challenge
- Selective self-marking by children in green pen is acceptable, providing the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards.
- When written comments are made by teachers, questions are sometimes usefully employed which the child should then be expected to write an answer to in **green pen** e.g. *What is the rule for calculating the volume of a cube?* Questions can also be fairly open-ended to prompt a reflective response, e.g.: *What do you think about....? What would happen if.....? Can you find another way to get the answer?*





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- Time should be allowed for pupils to reflect on teachers' written comments and respond in green pen. Teachers should acknowledge pupil response.
- Pupils should be seen to act upon marking comments and praised for doing so.
- Teachers should write legibly and model good practice.
- If a child is absent, this should be recorded in their book.

### **Frequency of Marking**

No book should go home unmarked unless the homework set is continuation/completion of work started in class. Self marking and peer marking have their place and are positive and constructive forms of helping pupils appreciate how to progress. Marking by Teaching Assistants also has its place in ensuring rapid feedback to children. Verbal feedback or sitting with a child and marking their work with them is the most powerful method of helping them appreciate their own efforts and what more they might do. However:

- Teachers should mark books weekly.
- No book should ever go home unless marking is up to date unless the work set is for completion at home.
- All weekly and half termly assessment marking should be recorded in the teacher's mark book.

### **Specific Guidance for Subjects:**

#### **English:**

- 1 x long writing task to be marked in detail per week – this should include something the child has done well and next steps (this is usually linked directly to the learning intention but sometimes this is a more general target).

This can be written as:





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- ✓ Great adjectives!
- Remember commas in long sentences

...to make it more accessible for the child.

- Targets are less likely to be given in long writing pieces in 'other' subjects but should almost definitely be given in English.
- Children should be given a maximum of 3 spellings to practise per piece of writing if needed. These should be words that the children have consistently misspelt.
- Children should then be allocated time to respond/edit in green pen.

#### **Maths:**

- In Maths, children should correct questions they got wrong in green pen. If there are no corrections to be made the child should be given a 'Now try...' challenge question to complete during response time.

#### **Topic:**

- Any topic work should be briefly marked and can sometimes include a comment or question for the child to respond to.
- This may also be marked using verbal feedback. When verbal feedback is used, the teacher should write VF next to the piece of work.
  - Years 1 & 2 respond by writing their name next to VF.
  - Years 3 – 6 respond by writing 1 thing that was discussed e.g. 'punctuation' next to VF.



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- Topic work should be marked in more detail if it includes writing at length.

### **EYFS Pupil Feedback/Marking**

Feedback/Marking in the EYFS consists mainly of verbal feedback. This oral feedback should be given immediately, where possible and aims to be positive, constructive and supportive of the children's learning process, to make reference to children's next steps and target using the step symbol.

**ALL ADULT LED ACTIVITIES (LESSONS) IN RECEPTION MUST HAVE A LEARNING OBJECTIVE (LO) OR WE ARE LEARNING TO (WALT)**

Staff will complete the chart below or use the codes to mark work in the red folders (learning journeys). Please mark children's work using a blue pen.

Staff will use the codes to mark work.

AL - adult led CI - child initiated I - independent 1:1 - one to one adult support W.S - with support P.W - paired work
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<u>Indicate area of learning</u> Prime Areas <b>PSE</b> - Personal, Social and Emotional development <b>CL</b> - Communication and Language <b>PD</b> - Physical Development  Specific Areas <b>LD</b> - Literacy Development <b>MD</b> - Maths Development <b>UW</b> - Understanding the World <b>EAD</b> - Expressive, Art and Design
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Staff will date and annotate drawings, photos, observations etc, when these are being kept for the child's learning journey folder or tapestry.

**Conclusion**

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

<b>Policy will be reviewed annually</b>			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher & SLT
To be reviewed:	Sept 21	By:	Headteacher & SLT



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