

Falcons Primary School



FALCONS
PRIMARY SCHOOL

Marking Policy

Approved by GB Date: November 2025

Review Date: November 2027

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * Successful learners
- * Responsible citizens
- * Creative thinkers and
- * Reflective individuals

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Marking Policy Rationale

At Falcons Primary School, we understand that marking is an integral part of the cycle of assessment, planning, teaching and learning. We recognise that a piece of work marked both positively and constructively will enhance a child's learning, build their self-esteem and enable them to take ownership of their learning. Effective marking focuses on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims

Marking and feedback at Falcons will:

- Inform the pupil what they have done well and what they need to do to improve their work.
- Support pupil confidence and self-esteem in learning, and thus accelerate progress.
- Empower pupils to be actively involved in understanding their progress and next steps.
- Recognise effort and improvement as well as achievement.
- Allow teachers to monitor progress towards individual targets and age-related expectations in attainment.
- Inform teachers' planning by assessing what pupils have learnt within a lesson and identifying what they need to learn next.
- Ensure and maintain high standards of presentation, including handwriting.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

A variety of types of feedback and marking are used at Falcons.

- Immediate teacher intervention to prompt deeper thinking and address misconceptions during lessons
- Verbal feedback
- 'Light' marking, e.g. indicating correct and wrong answers, learning objective achieved stamp/ sticker
- Developmental marking
- Self or peer assessment

Non-negotiable Practice

- Pupils will receive some form of feedback on all work undertaken, including homework.
- Where feedback on a pupil's work is verbal, this will be noted as 'VF' on the piece of work.
- Marking/ feedback will be positive, specifically identifying what has been done well.
- Developmental marking will identify an area for improvement or extension.
- Pupil response to developmental marking will be evident through correction, improvement of that piece of work, or application in the following pieces of work.
- All marking will be done in clear, legible writing, aligned to the school handwriting script.
- Marking should be completed as soon as possible in order to impact on learning.
- Cover teachers should initial marking.
- Marking/ feedback will be accessible to all pupils, including those with SEND or EAL needs.
- All teachers will consistently implement the school marking policy.
- Where work is submitted through digital platforms (e.g., Dojo), an acknowledgement or digital response will be sent to the pupil.
- Marking will be manageable and proportionate, reflecting DfE guidance on workload
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Role of Governors

The governors are responsible for monitoring and reviewing the effectiveness of this policy. In particular, they support the use of appropriate teaching strategies by allocating resources effectively.