

Marking at Kingswood

In-lesson feedback, clear codes and purposeful improvement



Where possible, marking should happen in the lesson, with staff giving verbal feedback. Written marking is clear, consistent and focused on improvement.

Marking expectations

- Mark in the lesson where possible
- Staff give verbal feedback to children
- All marking completed in black pen
- No individual comments needed unless a brief development point is required

Highlighters and response

- Pink highlighter = good understanding / “tickled pink”
- Green highlighter = needs improvement / “green for growth”
- Purple polishing pen used by pupils to redraft and improve work

Learning objective codes

- OT = on target; achieved the LO
- WT = working towards the LO
- NA = not achieved the LO; may need help

How children work

- I = independent work
- T = worked with teacher
- TA = worked with teaching assistant
- P = partner or group
- R = used resources

Checking basics

- SP = spelling needs checking
- Punctuation needs checking, e.g. full stop, comma or capital letter
- Pupils use the code to revisit and improve accuracy

Spellings

- Words chosen on each piece according to the child’s ability
- Junior children expected to use a dictionary
- Corrected spellings are learnt as part of weekly spellings
- SP may be in the margin, over the word, corrected, partially corrected or at the end

Purpose

Marking should help pupils understand what they have done well, what needs improving, and how to act on feedback to become better writers.

 Tickled pink

 Green for growth

 Purple polishing