



## CHRIST CHURCH CE INFANT SCHOOL

### MARKING POLICY

**Date last reviewed: Spring 2018**

**Date to review next: Spring 2020**

#### **The Purpose of the policy**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

#### **The need for a marking policy**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) and any other specialist teachers employed by the school and/or LEA.

The marking policy provides a common framework within which all teaching staff can work in order to ensure that the marking *and feedback on* children's work will be positive, clear, productive and accessible to the pupils themselves.

It is an integral part of all school policies, which correlates with Assessment for Learning, Recording and Reporting.

The marking policy reflects the principles of School Policy on Personal and Social Education and Equalities Policy. We recognise that consultative marking is an important means of involving children in their own learning.

#### **The Principles That Guide the School's Approach to Marking and Feedback**

##### ***Marking and feedback should:***

- Be manageable for the teaching team and accessible to the children.

- Relate to the learning *objective* (*WALT – standing for What we are learning...*).
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Give feedback and allow time for children to respond to marking where appropriate, usually within a lesson.
- Respond to individual learning needs taking opportunities to mark *with the children during the lesson on a regular basis*.
- Next steps identified in marking are used to inform future planning.
- Ultimately be seen by children as a positive approach to improving their learning

### **The effect of marking on attainment**

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

### **The methodology of marking children's work**

The following are acceptable examples of methods of marking and feedback, however a minimum of *three pieces of work in English and Maths should be quality marked each week*.

#### ***Oral Feedback***

It is important for all children to have regular oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate for children in the EYFS and for foundation subjects eg art and P.E. (see subject specific marking and feedback guidance in appendix).

#### ***Summative Feedback / marking***

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

#### ***Formative feedback / marking***

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement should always relate to the learning intention using the super square and trying triangle and indicate whether independent or assisted.

#### ***Marking and feedback given by members of the teaching team other than teachers.***

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

#### ***Quality Feedback and Marking***

See guidance below in table

Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.

All the children should have either a written or verbal feedback which will extend their learning.

Maths KS1	English KS1
<p>WALT (top left) on worksheet or on sticker Date <i>Success criteria shared with children</i></p> <p>Super square and Trying Triangle with A for assisted or I for independent.</p> <p>If A- comment on level/type of support on the work <i>appropriately placed, so that subsequent independent work can be identified.</i></p> <p>Correct and mark using <b>green pen</b> (tick for correct and dot for incorrect)</p> <p>Tick things they have done well against the success criteria</p> <p><i>Children use a purple 'polishing' pen to make corrections to their work.</i></p>	<p>WALT (top left) on worksheet or on sticker Date <i>Success criteria shared with children</i></p> <p>Mark work using <b>green pen</b> against WALT</p> <p>Super square and Trying Triangle with A for assisted or I for independent.</p> <p>If A- comment on level/type of support on the work <i>appropriately placed, so that subsequent independent work can be identified.</i></p> <p><b>In quality marking</b> always correct punctuation, e.g. capital letters and full stops at least once and approx. 2-3 spellings where children should respond by copying correct spelling 3 times.</p> <p>Tick things they have done well against the success criteria</p> <p><i>Children use a purple 'polishing' pen to make corrections to their work.</i></p>
<p>TFG – Teacher focus group TAFG- Teaching Assistant focus group STFG- Student teacher focus group</p>	<p>TFG – Teacher focus group TAFG- Teaching Assistant focus group STFG- Student teacher focus group</p>
<p>VF- verbal feedback if <i>given</i></p>	<p>VF- verbal feedback if <i>given - appropriately placed, so that subsequent independent work can be identified.</i></p>
<p>Next steps - when they have met all of the success criteria e.g. use activities to broaden and deepen understanding</p>	<p>Next steps- when they have met all of the success criteria e.g. use this sound in your next piece of writing</p>
<p><b>Learning walls</b></p> <ul style="list-style-type: none"> <li>Tools for independent learning e.g. number line, 100 square, shapes, fractions</li> </ul>	<p><b>Learning walls</b></p> <ul style="list-style-type: none"> <li>Structure eg story mountain</li> <li>Vocabulary and examples of punctuation in use</li> <li>Key words/reminders</li> </ul>
	<p>Year 2 – Gold Star targets used from the spring term.</p>
<p><b>Symbols used</b></p>	
<p><u>Underline word</u></p>	<p>Incorrect spelling. Teacher underlines the word, part of the word or letter that is spelt incorrectly and writes out correct spelling clearly above the word or in the margin</p>
<p>∧</p>	<p>Word or letter missing</p>
<p></p>	<p>Super square comment to show what the child has done well or achieved against the learning objective</p>



Trying triangle comment what they need to try to improve

**Quality feedback and marking**

## **Other sign / symbols**

The other signs and symbols are used on pieces of work to inform the reader of the focus of the work and also the adult leading the session i.e. a supply teacher or a teaching assistant. The signs and symbols are as follows (please note that there may be some additions at a later date. They will be included when this policy is next reviewed):

ST – Supply Teacher

I – Independent work

G – Group work

FG – Focus Group

VF - Verbal feedback given

T / TA – help given by teacher or teaching assistant

A – Assisted work (comment on level/type of support given)

## **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Oral dialogue with children about their play, work or learning journals

Children respond to marking and feedback where appropriate.

## **Self/peer assessment and evaluation**

Children are taught to read and evaluate their own work and make improvements using purple pens. All children should be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. *In KS1 children use traffic lights to assess their learning.* The plenary may then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

## **Organisation**

At Christ Church Infant School the children are encouraged to work to a high standard and, as such, emphasis is placed on setting out work neatly and correctly. Throughout the whole school, there is general continuity and progression in terms of marking and presentation.

Exercise books, files, etc, should not be used as scrapbooks. All books should be labelled clearly with the child's name and subject. The teacher at all times clearly and neatly following the school's agreed handwriting style writes this or uses quality printed labels.

Worksheets presented to children should be of high quality and tailored and differentiated for the children.

Children should be encouraged to assess their work ahead of final marking, using prompts such as a list of suggested checks in the class or specific targets set by the teacher for the pupil/s. These prompts can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular learning objective or target has been achieved. Their talking/learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

A great deal of emphasis is placed on developing the children's skills as independent writers. In order to do this, the children need to have their confidence as writers built up. As staff, we feel it is important not to over correct free and creative writing and so there will be pieces of work where spellings are incorrect but have not been "marked" as such. This should reflect the end of year expectations for that year group or the phonics phase the child is working at. This does not mean that all errors go unrecorded, but selections need to be made. In some cases, the teacher will talk to the child about these words on a one to one basis.

Children of all age groups are encouraged to check their work to make sure that it is finished and they are happy with it.

Individual teachers will make use of stamps or stickers etc. in order to indicate praise.

## **DATES AND TITLES**

All written work is dated, with the date written at the top of the page.

The learning objective is usually written as a WALT statement.

## **HOMEWORK**

Homework will be shared with the class and a sticker awarded. One positive aspect of the homework will feedback verbally, or recorded on the Homework itself. Records are kept by the teacher so that it is clear which children are completing homework, and to record anything that is worth noting e.g. particular effort. Half termly a record of homework produced will be sent home to parents. There is no set format for this.

## **TEACHER'S MARKING OF WORK**

When marking work teachers will use legible and appropriate writing for the age they are teaching and their style of writing will follow the school's agreed format. In some cases there may be comments written to inform adults on a child's piece of work that does not need to read by the child. In this case it can be written in the teacher's own style (i.e. Attainment of a goal or level in Foundation or a special note made to a parent.)

## **EQUAL OPPORTUNITIES**

All marking will take into consideration the equal opportunities of all children in line with our Equalities Policy.

**Signed** \_\_\_\_\_  
**Headteacher**  
**Date** \_\_\_\_\_

**Chair of Governors**  
**Signed** \_\_\_\_\_  
**Date** \_\_\_\_\_