



# Marking Policy

## Marking Policy

This document is a statement of the aims, principles and strategies for marking of pupils' work at May Bank Infants' School.

This policy and Scheme of Work were produced following consultation with the staff and Governors of May Bank Infants School. This policy reflects the current practice at May Bank Infants School and should be read in conjunction with May Bank Infants School Curriculum Policy, Assessment Policy and Teaching and Learning Policy.

This policy was adopted in 1996 and reviewed and amended in 1998, 2000, 2006, 2009, 2013, 2015 & 2016. It will be reviewed in 2018-19.

### Our Mission statement

At May Bank Infants School we work towards:

"The whole and wholesome development of each child in a happy and caring learning environment."

*Together we grow and learn.*

### Aims

This policy supports the school's aims regarding marking of pupils' work in KS1 and in the Early Years Foundation Stage. It has the School's Mission Statement and Aims at its heart. It also embraces the Every Child Matters Agenda, the right of every child to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### Rationale

Marking is the teacher's recognition of the child's work, effort, achievement and progress. It should indicate approval, encouragement, suggestions for improvement and correction where appropriate.

1. Children need to have feedback about the work they have completed. Help and direction can be given through marking and children's motivation can be encouraged. Children need to know their work has been seen and valued. They also need how to improve their work and make the next steps of progress.
2. Children's work and progress are monitored and evaluated by marking and information is gained for assessment purposes.
3. The effectiveness of teaching and learning can be assessed partly through the marking of children's work and future planning can be informed by it.
4. The marking of children's work also provides information for parents about their child's progress and for other professionals.

## Purpose

1. To help staff in the effective marking of children's work.
2. To have consistent marking procedures throughout the school that are appropriate for the children.

## General Guidelines

1. The marking of children's work can be both verbal and written.
2. Whenever possible, work is marked in the presence of the child.
3. Work is marked as soon as possible after completion and focuses on the learning objectives of the activity.
4. Feedback should wherever possible take place through discussion with the child. Mistakes are considered part of the learning process and success should be measured in relation to the learning intentions for a particular child.
5. Feedback is a means of directing children as well as a means of assessment. Written comments should be positive but must also give guidance as to how improvements can be made.
6. Feedback should be focussed on a child's personal target and diagnostic in approach. Time should be given for children to read and respond to feedback.
7. The way in which we mark and the strategies we use is dependent on the child's age, ability, the nature of the work being done and any other factors which need to be considered.
8. When children have not dated their work, it can be helpful for staff to date work when it is marked.
9. Comments are written on work when appropriate. They should include positive recognition of achievement and suggestions for future development. Comments, stickers, tokens and stamps can be used to praise and encourage children to help develop their self-esteem.
10. Comments are sometimes written to inform other staff and parents. They may indicate how much support the child has had and whether it is independent work or group work.
11. Comments and symbols are sometimes used to help teachers' on-going assessments. These follow an agreed format.
12. When there is no need for a written comment, for example following verbal feedback, work is initialled to show it has been seen.
13. Teaching Assistants may mark some work under the guidance and direction of the class teacher with whom they work.

## Literacy

1. Marking is appropriate to the age of the child and their stage of development. Feedback may be verbal and completed in discussion with the child. Written marking is usually done with a pen and an appropriate handwriting style. The use of a green highlighter/pen indicates a moving on comment/next steps (green for growth). Purple pen is used to indicate something the child has done well (purple for praise).

2. At all stages, children should be encouraged to read through their work before the teacher marks it. Children are encouraged to self-mark against success criteria and writing targets and, where appropriate, make improvements or re-draft.

When appropriate, children are encouraged to read their writing to other children, who can also make comments.

3. Marking of literacy should focus on the objective of learning and/or against the children's writing targets. Staff should avoid marking every aspect of literacy in every piece of learning and should remain sensitive to the self-esteem and stage of development of some children.
4. It is often necessary to read writing with a child; enabling discussion of appropriate grammar and tense.
5. We consider it **vital** to have a positive attitude towards a child's approach to spelling and to correct errors with sensitivity. As the emergent writer becomes more confident, they should be expected to apply their phonic and whole word knowledge to their spelling.

The teacher marks misspelt words with 'sp' and the child writes corrections. The teacher should encourage corrections to lead to new learning.

6. The use of erasers should be discouraged.
7. Teaching staff, support staff and pupils all use an agreed set of symbols when editing writing (see Appendix).

## **Numeracy**

1. Teaching staff, support staff and pupils all use an agreed set of symbols when marking learning in maths (see Appendix).
2. In marking mathematics work, when an answer is marked incorrect, a circle is drawn around it and the teacher draws a box for the child to record a new answer. Children are asked not to rub out an incorrect answer as this can be useful for diagnostic purposes. Where a child has made an incorrect computation the teacher should mark this to indicate where the mistake was made. Teachers should encourage children to work out what part of their maths is incorrect, enabling further understanding. Children should also be asked to check their own work before the teacher.
3. The use of a green highlighter/pen indicates a moving on comment/next steps (green for growth).

4. When appropriate, marking comments promote further aspects of mathematics e.g. reasoning skills.

### **Foundation Subjects**

In the Foundation Subjects, children will be assessed against the key learning objectives as shared with the children (success criteria) drawing on the level descriptors for the subject. In addition when writing across the curriculum, children are expected to maintain the same standard of handwriting, spelling and features of sentence construction that they demonstrate in Literacy lessons, also drawing on the appropriate features of any specific genre as taught previously in Literacy.

### **Equal Opportunities/ Disability Equality Scheme**

May Bank Infants School is committed to working toward the equality of opportunity for all children in all aspects of school life. Teachers must be sensitive to individual pupil's circumstances at all times.

All resources and methods have been checked to ensure that they will enable all children, regardless of gender, age or special educational needs, to access the scheme of work as provided for their year group, while avoiding racism, sexism and other forms of stereotyping. Work will be developmental and appropriate to the age and stage of the child. Children identified as having a special educational need will have resources and activities differentiated appropriately.

### **Special Educational Needs**

May Bank Infants School is a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of dyslexic children in their lessons.

### **Inclusion**

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set; IEPs are considered. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be challenged through extension activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding, appropriate to their abilities.

### **Conclusion**

This marking policy contributes to teaching and learning in school. It provides for consistency and continuity throughout the school and helps in assessment and target setting.