



## Marking Policy

November 2018

Version	Date	Author	Status	Summary
1.0	Sept 2012	Jacqui Jennings	Approved	Original Document
2.0	November 2013	Jacqui Jennings	Approved	Updated Version (new strategies)
3.0	November 2014	Jacqui Jennings	Approved	Updated Version (new strategies)
4.0	October 2015	Jacqui Jennings	Approved	Updated Version (minor changes)
5.0	November 2016	Jacqui Jennings	Approved	Updated Version (minor changes)
6.0	October 2017	J.Jennings	Approved	Review cycle changed to every 2 years
7.0	November 2018	L. English	Approved	Updated Version (minor changes)

Last Reviewed By: Lauren English

Date of Review: November 2018

Expiry Date: November 2020



## **Buryfields Infant School**

### **Marking Policy**

At Buryfields, our overall aim is to foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum which places a strong emphasis on developing self-esteem. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

Self-esteem is raised by the positive responses of the people around us; we believe that every child needs recognition, praise, affection and opportunities to succeed. These responses, within a culture which promotes excellence, respect and achievement, support our children in developing the dispositions and attitudes which help them to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live.

Our policy for marking supports this by:

- Promoting high standards and positive attitudes to learning.
- Recognising that marking is an integral part of assessing the impact of teaching on progress and attainment.
- Ensuring that marking is purposeful with the aim of moving learning forward and closing gaps through the use of constructive feedback and challenge.
- Ensuring a consistent approach to marking throughout the school in terms of frequency, use of codes to indicate support and strategies for offering opportunities for children to practise their skills.
- Valuing work and giving encouragement, recognition and praise for achievement.
- Providing assessment information and informing future planning.
- Enabling children to evaluate their own work and that of their peers.
- Providing ongoing opportunities for self-assessment and setting new targets when relevant, together with the teacher.
- Teaching children to recognise their strengths and to have a positive attitude to tackling challenging tasks and learning from mistakes.
- Encouraging children to accept help/guidance from others.

At Buryfields Infant School, we believe marking should:

- Acknowledge each piece of work.
- Be undertaken as quickly as practicable, where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives, targets and success criteria known to the children in advance.
- Take account of individual ability and effort.
- Be constructive, suggesting ways for the child to re-shape or improve their work or suggesting an alternative strategy to try.
- Support the child's learning and not overwhelm or discourage them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.

- 
- Be consistent across the curriculum, so that a spelling that would be appropriate to correct or model in English work would also be corrected in a piece of recorded science.
  - Include a brief constructive comment where appropriate. This comment should be specific to the success criteria / learning objective / current target and content of the work. General comments such as “good” are to be avoided unless qualified with further comment as to why.
  - Be written in agreed colours using ‘Green for Go’ and ‘Pink for Think’ (i.e. for reinforcement or extension). The ‘Pink’ comment should only be used where a child is required to respond, i.e. not for comments that require no immediate action. Responses to marking will be completed by the child in purple pen when appropriate, e.g. for writing not drawing.
  - Identify and comment on threads of learning so that improvements required earlier in a child’s book are noticed and commented upon when being achieved subsequently.
  - Be in keeping with the ways in which the school recognises and celebrates children’s achievements.
  - Provide children with the opportunity to assess their own work and that of others.
  - Good presentation is expected and may be commented on after the learning intentions have been considered.
  - Be consistent across the school and use the codes identified below, ensuring that children are familiar with them.
  - Be written legibly by the teacher using script which is appropriate to the writer (print or cursive).
  - Be manageable for staff – all pieces will be acknowledged through marking but not every piece will be marked in depth.

### Marking Codes:

T	Teacher support (supply teachers to initial)
TA	Teacher Assistant support (TA to initial if not the usual class TA)
I	Independent work (after initial input). Annotate if it is an ‘Assessed Piece’
VF	Verbal feedback given
AS	Adult support (any voluntary helper)

All work should be dated and titled using an appropriate heading which may be written by the child or may consist of a label with the learning objective.

### Types of marking:

#### Summative marking/feedback

This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.

This can also be marked by the children, as a class or in groups, e.g., a spelling test.

#### Verbal Feedback (VF)

Research has shown that immediate feedback has the greatest impact on closing gaps in learning. Therefore, much of the feedback given to children is more likely to be verbal than written. This is particularly important in the early years and Key Stage 1 where children may be unable to read a written comment.

### **Formative marking/feedback**

As much as possible, marking should be done with the child and in the same lesson as the work has been completed. Sometimes when the child has done a more substantial piece of work, or where they have worked independently, work may be marked in the absence of the child.

Not all pieces of work can be marked in depth and teachers will use their professional judgement to decide whether work will simply be acknowledged or marked in detail. When marking in this way, teachers highlight examples of where the child has met the learning intention / success criteria whilst identifying an aspect of the work which could be improved. To support this, they may provide a comment or question which should help the child to 'close the gap' between what they have achieved and what they could have achieved or a question which should offer further challenge or extension.

Teachers may present this feedback using a 'Green for Go' or 'Pink for Think' comment. Where a 'Pink' comment is made, the child will be expected to show that they have responded.

In order for the marking to be formative, the information must be used and acted upon by the children in a timely manner. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

Marking should also highlight how previous foci for improvement have been used by the child in subsequent work thereby identifying threads of improvement.

Time to respond to marking is planned into lessons or as a mini session in itself.

Staff are encouraged to keep marking at a manageable level in line with the Report of the Independent Teacher Workload Review Group.

### **Self-marking**

Where possible, children should self-evaluate by identifying their own successes and areas for improvement using the success criteria set for them. In addition, children may be asked to mark their work in pairs, acting as critical friends. Teachers will identify appropriate strategies for self/paired marking activities according to the nature of the task undertaken.

### **Peer marking**

Sometimes children are asked to mark a peer's work, using the same marking colours as adults. When they have marked a friend's work they should sign their name to show who has marked it.

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This policy should be read in conjunction with the Teaching and Learning and Assessment policies.

Lauren English November 2018