



Marking Policy

Date of policy:	September 2016
Date last review adopted by governing body:	09/10/18
Frequency of review:	Annual

1. Rationale/Reason for marking

Marking should provide relevant and constructive feedback to every pupil. It should focus on success and next steps against learning objectives and the needs of individual children: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. This policy was written following input from all teachers.

Our school values underpin our practice, Honesty, Inclusivity, Politeness, Independence and Perseverance – HIPIP.

Writtle Infant School is a special place where learning has no limits

2. Aims

Marking and feedback should:

- Be manageable for teachers.
- Relate to learning objectives, which have been shared with all pupils.
- Give pupils opportunities to become aware of and reflect on their learning.
- Give recognition and praise for achievements.
- Give clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to marking.
- Respond to individual learning needs. A variety of marking styles will be used; sometimes the marking will be done in the presence of the pupil and other times in the absence of the pupil.
- Inform future planning.
- Be accessible to all pupils.
- Be used consistently throughout the school.
- Be seen by the pupils as positive in improving their learning.
- Be consistent across the school – for example in the symbols used.

3. Implementation

Marking is a key tool in providing feedback to pupils and forms part of our formative assessment, which is essential in improving and moving pupils forward towards desired learning outcomes.

Children's work is marked using the following agreed procedure:

- Where a child has been successful in meeting a learning objective, examples in their work may be underlined in pink. The terms "Tickled/Perfect Pink" will be used.
- Areas for improvement may be underlined in green. Further comments may be made at the bottom of the work. The term "Green for Growth" will be used.

These comments should be linked to the learning objective but may also be used to address particular issues with a child's work, e.g., punctuation. They also can include:

- A reminder prompt (e.g. what else could you say here about the man's face?)
- A scaffold prompt (e.g. Describe the expression on the man's face.)
- A challenge – Try this!

When marking pupils' work, teachers need to consider whether

- Comments are to inform future work.
- Comments are to correct or improve an existing piece of work.

The learning objective will be the main focus of the marking. Therefore spelling, punctuation, grammar, etc. need not be corrected every time as pupils cannot effectively focus on too many things at once, and marking needs to be appropriate to the child's age and ability. There may be times where a child's work does not need a Green for Growth comment.

4. Expectations

Marking is a vitally important teaching tool. Work in English and maths will be marked using the pink and green and time must be given for children to act on the comments. Maths work where possible should be marked, and feedback given, during the lesson alongside the child. All work should be acknowledged. Steps to success will be used and these can be checked off by the person marking the work as a guide for assessment. End of year objectives sheet will be at the front of the books and evidence can be recorded and dated to inform the half termly assessments.

5. Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out. Each Subject Leader has the responsibility to check that the policy is being carried out in their particular subject area. Regular work scrutiny, both at senior management level and within staff meetings will monitor how the policy is working towards achieving our aims. Examples of marking will also be shared with governors.

6. The pupils' role in the marking

Children must be allocated time to act on their next steps within planning. The pupils are expected to check through their own work before it is handed to the teacher, with support according to the needs of the child. They may also check their work with their partner. Pupils are expected to regularly evaluate their own success against the "I can" statement, where it is used. It was agreed that we would use the traffic light system against the "I can" statement. (See Appendix 1) in Year One and at the start of Year Two as appropriate. In Year Two and before if ready, children will use the Steps for Success for their own assessment. Children can underline comments in pink to show they have read them.

In some cases pupils will self-evaluate their own work, identifying their own successes and look for improvement points. This can then be used as a teaching strategy to get the pupils to analyse their learning. We agreed that in Years One and Two, children should start working on next steps. Peer marking should be introduced in Year One from the summer term. Some corrections may be made by pupils during lessons (in pencil) and purple polishing will be seen as a response to adult's feedback after a lesson.

7. Other adults

Support staff may mark work with groups of pupils with whom they have been working. When this is the case, they will follow the guidelines above. There will also be a capture sheet where we will record children who have not understood a concept so that they can be worked with at the earliest opportunity.

Support staff may also undertake some maintenance marking. However, the Class Teacher is ultimately responsible for assessing the children's learning against the objective. Supply teachers or HLTAs who carry out work in the school are expected to initial the lessons they cover.

8. Rewards

These are used throughout the school at the discretion of the individual teachers. Excellent work/effort can be celebrated with Headteacher stickers and shooting stars.

9. Equality of opportunity

All pupils are entitled to have their work marked in accordance with this policy.

Equality Statement

"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping."

10. Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), much of the work is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where carefully planned questioning include next steps to move the children on in their learning "In the Moment".

Within the EYFS, there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work
- Constructive comments during and after practical activities
- Observation records
- Professional discussions between EYFS staff
- Evidence on Tapestry, including photographs
- In the summer term for transition work is in books

11. Our school values

Following input from all stakeholders, the school has decided on these five core values which underpin everything we do as a school.

- Honesty
- Independence
- Politeness
- Inclusivity

- Perseverance

Appendix 1 - Key of symbols

EYFS	
AL	Adult Led
CL	Child Led

Key Stage 1	
PA	Peer Assessment – from Year 1 summer term
VF	Verbal Feedback
WS	With Support
	Pink - areas/examples of work particularly identified as where “I Can” statement has been met
	Green - areas/examples in work particularly identified as next steps
	“Purple polishing” – self correction/editing
