

MARKING POLICY – EYFS / KS1

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Introduction

This document is a statement of the aims, principles and strategies for effective marking at Castle Hill Primary School – **it will be implemented by all staff to ensure continuity and to ensure that professional standards are applied throughout the school.**

Marking and Feedback

When marking children's work, we aim to:

- give our pupils **effective and constructive feedback** (both written or verbal);
- make children feel proud of their achievements and give incentives;
- encourage good working habits e.g. use of ruler, titles;
- show how work can be improved;
- be consistent;
- highlight mistakes which are relevant to the task set;
- for certain pieces of work **allow children time to correct mistakes and to reflect;**
- discourage rushed or poor quality work;
- keep a record of results, for immediate and future reference;
- inform future planning;
- inform future parents of acceptable standards.

These aims are to be kept in mind whenever marking takes place.

This policy supports Castle Hill Primary School's, 'A Policy for Teaching and Learning', and they should be read in conjunction with each other.

Marking and feedback should:

- be manageable for teachers and accessible for children;
- relate to the learning purpose / success criteria and comment on previous attainment within the context of the learning purpose / success criteria;

- improve adult intervention in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect on and respond to marking;
- respond to individual learning needs, eg. marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

How do we mark children's work?

- All teachers try to use blue/red pen for comments.
- A marking code has been created, which is designed to reduce teacher time and the need for lengthy comments.
- We have adopted a colour-coding system to support the children with their editing.
PINK is THINK and **GREEN is GREAT**. This allows the teacher (or peers) to highlight areas of work. Marking in pink highlighter/pen indicates a development point and requires the children to think about what they have done. Marking in green indicates good work.

The school makes use of three forms of feedback:

1) Verbal Feedback

The adult will initially talk to the child about how they have met the learning purpose or success criteria and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. **All verbal feedback (pink VF in a circle) will be marked on the piece of work** and may be written by the teacher or the pupil.



2) Written Feedback: Summative Feedback /Marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children (aimed more at Year 2), as a class or in groups. The children will mark using a coloured pencil (green or pink). Teachers highlight the learning purpose with the appropriate colour (green or pink) to record whether the child has achieved it or still needs to work on it.

3) Written Feedback: Formative Feedback /Marking - Success and Improvement Marking

Not all pieces of work can be marked in depth. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning purpose and success criteria. More detailed comments should refer to any improvements that need to be made.

Detailed marking requires teachers to:

- Read the entire piece of work.
- Provide a comment, where appropriate, to say what the child has done well (**star symbol** - ).
- Provide a focused comment (**wish symbol** - ) to help the child “close the gap” between what they have achieved and what they could potentially achieve. What does this child need to do in order to improve their next piece of work?

Useful ‘closing the gap’ comments are:

- A reminder prompt (eg. “What else could you say about the prince’s clothes?”);
- A scaffolded prompt (eg. “What was the monster doing?”, “The monster was so angry that he...”)
- ‘Solve It’ should be used in Maths to show where children are correcting a wrong answer or consolidating the learning from the lesson. It might be a question they got wrong with pictures drawn to help them solve it.

When appropriate, in order for the marking to be formative, the feedback given must be used and acted on by the children. Therefore, time should be planned in a future lesson for children to respond to feedback.

Teachers need to model the marking process to the children at the beginning of each year, so that the children are clear what the different marking codes mean and what is expected of them when they respond.

Challenging the child

- In Maths and English, if the child has got all of their work correct and has achieved the learning purpose and success criteria, the teacher should provide a ‘challenge’ question. This should be something to deepen their learning from that lesson, eg. answering a more challenging questions in Maths or writing a sentence with a particular word class in Endglish (eg. conjunction, adjective).

How do children evaluate their own learning?

At the end of Maths, English and Science lessons, children may be asked to self-assess their learning by using a traffic light system. **Self-assessment is evidenced by pupils colouring in the circle next to the learning purpose in the appropriate traffic light colour. This will be introduce in EYFS when appropriate.**

Teachers may also use the success criteria a check list against which children can evaluate their learning, both during the lesson and at the end of a completed a piece of work.

Which other styles of marking do teachers use?

Shared Assessment

Teachers may sometimes present a piece of work from an unnamed child on the Interactive Whiteboard using visualisers. This enables the teacher to model the marking and assessment process and to make particular teaching points at the same time.

The following points are important:

1. Children need to be trained to do this through modelling with the whole class, which allows them to watch the shared assessment in action.
2. Ground rules should be decided as a class and adhered to.
3. With support, children should first point out three things that they like and then suggest a way to improve the piece against the learning purpose. The 3:1 success to improvement ratio should be followed to avoid over-criticism.
4. A dialogue between the children should be encouraged, rather than one child being 'the teacher'.

What about correcting spelling, punctuation and grammar?

In EYFS and Year 1, children are to sit with a teacher and mark/edit their work together until the teacher feels it is appropriate for them to edit by themselves. Once in Year 2, children should be encouraged to edit in pairs or by themselves using a purple polish pen. The frequency of this is at the teachers discretion.

Not all spelling, punctuation and grammar errors are marked in every piece of writing, but they will be noted as future teaching points. However, where punctuation, grammar or spelling is inhibiting fluency and clarity, then children will be spoken to about their mistakes and will correct with the teacher.

Children are given feedback about the elements of spelling, punctuation and grammar that the teacher has identified as a focus or that are a current curricular target. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions.

How will this policy be monitored and evaluated?

Rooksdown staff and subject leaders will monitor books and talk to children about their work. Feedback will be given to staff and support provided where necessary.

Marking Codes and Annotations

T	Teacher
I	Independent

AS	Adult Supported
VF	Verbal Feedback
Aa	Capital Letters
.	Full Stop
!	Exclamation Mark
?	Question Mark
___/___	Finger Gaps
sp	Spelling
R	Resources – List the resources used
☆ / highlight in green on the sticker and in their work	What the children have done well.
/*	Work on it wand: what the children need to work on.
Challenge/Ch	A challenge to further their thinking.
Solve it	Something the children need to redo because they found it tricky.

Red/Blue	Teacher comments
Pink	Think
Green	Great
Purple	Polish

These codes are available for children and staff to refer to in class.