



## **MARKING POLICY**

### **Rationale:**

- To show that children's work is valued
- To develop a consistent approach to marking, including a systematic code to indicate how work was completed
- To assist in identifying next steps for children's learning and informing planning
- To ensure equality of opportunity for all children
- To continue in our drive to raise standards across the core subject areas

### **Purpose of marking:**

At Yeading Infant and Nursery School, we are committed to developing a sense of pride in the children regarding the work they produce. It is essential that the children's work is valued, and regular, quality marking of work demonstrates this. Marking recognises, encourages and rewards children's efforts and achievements, and celebrates success. This will improve children's confidence, as well as identifying next steps for learning.

All marking should have a clear purpose, and written comments must be linked to the learning objective or success criteria for the lesson or the child's individual targets in Literacy and Numeracy.

Marking work provides an opportunity for teachers and children to engage in a crucial dialogue, so where possible marking should be carried out during the lesson, and verbal feedback should be a regular feature of lessons. Where work is marked outside lessons, teachers should endeavour to provide verbal feedback as a result of marking. This is particularly important in the Early Years Foundation Stage, where written comments have little value for children.

Marking also encourages children to develop their self and peer assessment skills, as they are able to relate verbal and written comments to their opinions about how the lesson went. We aim to raise standards in attainment and achievement for all children, and believe that applying Assessment for Learning (AfL) strategies for marking and feedback will support us in achieving this aim. AfL is formative assessment. It involves using assessment in the classroom to raise pupils' performance. It is based on the understanding that children will improve better when they understand the aim of their learning, their position in relation to the aim, and how they can achieve it.

### **Strategies for marking:**

Children who are competent writers should record the Learning Objective (LO) at the beginning of each piece of work. The teacher or TA can type the LO for less able writers, abbreviating it if necessary. Worksheets should be used sparingly, and where they are used, the LO should be recorded on the worksheet.

At Yeading Infant School we believe that marking should focus on children's successes and improvements in relation to the LO. Marking should be used to identify next steps for learning and to inform planning. We want our children to become independent, reflective learners, with an awareness of their own strengths and areas for development. We also want to help children learn to make judgements about their own achievements.

- Work must be marked regularly, either as work is progressing or as soon as possible after work is completed.
- Work should be marked in blue pen.

- If work is correct, a tick may be sufficient to show work has been seen. A code is used to indicate the level of support provided for a piece of work e.g. **I** for independent work, **S** for adult supported work, and **V** if verbal feedback has been given.
- Where a comment is written, it should focus on the child's successes first, and then make a suggestion for future development. Comments must **relate clearly to the learning objective, success criteria** or the child's Literacy/Numeracy target.
- **Each week, at least two pieces of work** should be 'quality' marked **for each** child. This will require teachers to **provide in-depth feedback**, whether verbal or written, identifying the next steps for the child in both Literacy and Numeracy. This is manageable if in-depth marking is carried out with children who are in the teacher's focus group. TAs can also mark in depth for the children in their focus group. Children will have the opportunity to respond to the marking through feedback or written in green pen.
- In Years One and Two VCOP (Vocabulary, Connectives, Openings, Punctuation) should be used as an integral part of the minimum two in-depth pieces of writing.
- Marking should be used to track the progress of individual children against their targets.
- Marking that is completed by members of staff other than the class teacher should be initialled.
- Children should be encouraged to **self-assess**, using a traffic light code or smiley/sad faces. (See Assessment for Learning Policy)
- TAs are not responsible for marking the whole class' work, or homework.
- Comments written must be legible for the children to read. As far as possible **written comments should model the school handwriting policy**.
- **Time should be made available** for children to read written comments and reflect on them. This is particularly important when work has been marked in depth. Children should also be **encouraged to track their progress and identify how to achieve their next steps**. Once children assess their current knowledge and gaps, they can have a clearer idea of how they can make progress.
- Children can be rewarded with stickers, smiley faces and stars.

### **Spellings:**

Spelling mistakes do not need to be corrected in every piece of marking. Core words, letter strings and topic words may be corrected, although this does not have to take place for every piece of work.

Approved by Chair of Governors .....  ..... Date 21/5/18 .....

Policy reviewed May 2019

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