

Cottesbrooke Infant & Nursery School

Marking Policy



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Marking Policy

Cottesbrooke Infant & Nursery School has an agreed policy and guidelines to inform and standardise marking across all curriculum areas throughout the school. Children are encouraged to have an understanding of the purpose and practice involved in the marking process.

We believe that we should respond to all children's work either in writing or verbally. Our system of marking is constantly reviewed to ensure a high standard and consistency across year groups and throughout the school.

Aims

1. To motivate our children and guide them towards success and a feeling of achievement
2. To give value to the child's work, rewarding effort and success
3. To provide opportunities for feedback between teacher and child.
4. To provide the teacher with information that will assist in the assessment and recording of the child's performance
5. To assist in directing future learning, supporting improvement and development of children's skills and understanding
6. To inform other audiences i.e. other staff, parents, governors etc.
7. To allow for self assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others

Key Principles

All work and given tasks will receive a timely response – oral, written or both. Where oral feedback has been given for written work an indication of this should appear on the work i.e. a stamp "feedback given" or a tick. Marking is selective and will prioritise and relate to the learning objectives of the lesson; therefore not all errors will be corrected.

Whenever possible the work is marked with the child. Our emphasis is always positive, fair and relevant to the individual child. Not all children achieve at the same level and our marking takes account of this. If a child achieves the learning objective, a 'learning objective achieved' stamp may be used rather than a tick.

Work is never destroyed in anger or because it does not reflect a child's general ability, but children can be asked to repeat work if it is not to their normal standard. If a child's work is spoilt accidentally i.e. by a spilt drink or by another child it can be removed with the child's agreement and in order to give them satisfaction. The tone of marking is always positive and professional and never sarcastic. It may contain constructive criticism but this should always be accompanied by a positive comment.

There is no standard colour for written comments providing that they are distinguishable from the child's written work.

Marking Guidelines

The following will be relative to individual children's ability and achievement and can be accompanied by written comments.



Excellent effort/standard of work, shown to Head Teacher



Learning objective achieved.

or



denotes that the has been seen by the teacher and the objective has been achieved



Good effort/standard of work



Unacceptable effort, only to be used in exceptional circumstances

Peer group praise is used if appropriate.

Children are encouraged to evaluate their own work. Year 2 children sometimes mark their own work – spellings, mental maths, correcting written work.

Erasers should only be used in exceptional circumstances and only at the discretion of the teacher. Erasing complete passages/sentences is discouraged. Mistakes in any written work should be enclosed in brackets with a single line through it and not crossed out or erased.

Written Comments (in addition to above for a variety of audiences including the child/parents/other staff/outside agencies)

These can include:

A challenging comment to encourage work improvement and self-esteem: e.g. *“Well done, you’ve done three sentences today. Remember to use full stops next time”*

Praise: e.g. *“Well done”*

Encouragement in the form of a question: e.g. *“What an exciting story. What will they do with the treasure now?”*

A question or a comment which relates to the objective of the task: e.g. *“Well done – you have found every adjective in the story.”*

Comments on presentation should be made where appropriate. A high standard of presentation is expected with no doodles, scribbles, bubble or over writing. This should always be challenged.

An annotation which puts the work into context where necessary including use of the Teacher’s Marking Code below:

The assumption is that the majority of our children will need some support to complete tasks i.e. use of a word book/bank, framework for written sentences or other learning resources. It is understood that verbal feedback is regularly given in addition to any written comments/code.

A/S Adult Support - significant adult support (plus comment if appropriate)

U/A Unaided - no adult support but use of supporting resources eg. word bank

I/W Independent writing/work (with no resources/additional help)

D Dictation – passage has been given to the child either verbally or to copy

Mathematics – Specific Guidance

When correcting work:

- - means incorrect (leaving initial mistake) or that the answer is incorrect
- ✓ - indicates that this is correct or has been corrected
- C - means the teacher requires this to be corrected
- ? - means work more carefully
- 2+7=5 - means pink for think, work with an adult
- 6 - means form numerals correctly
- Deeper Thinking - Challenge task showing using and applying

The above key will be displayed in the classroom alongside that for English (See Planet)

Any incorrect answers will NOT be crossed or rubbed out, the important point is that the child learns from any mistakes.

Number reversals will be indicated. These will be modelled by the teacher underneath for the child to practise. (See the Improving Pyramid)
Mistakes in any written work should be enclosed in brackets with a single line through it and not crossed out or erased.

English – Specific Guidance

When children become independent writers and so begin making spelling errors, teachers will choose up to 3 words from a single piece of work for correction. The words will be either high frequency words or words that are phonically decodable with graphemes already taught.

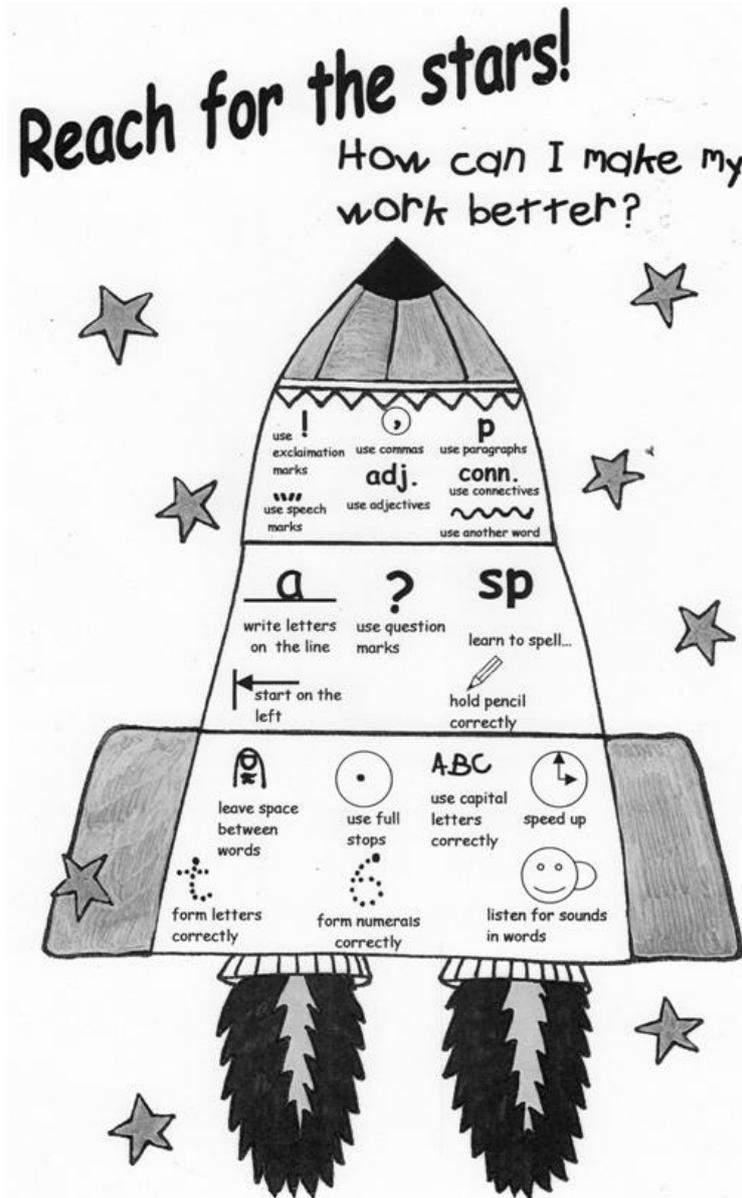
These words will be underlined or highlighted in the text and then either

- Written correctly at the bottom of the page using the editing key symbol to be copied x 3

- or the child will be directed to use a dictionary or other correcting methods eg. self correcting

Punctuation and presentation of work i.e. spacing, size and grammatical errors will be indicated according to individual children's ability and development.

The following improving cues may be used as reminders:



Staff will use their professional judgement to select the type and number of corrections in line with their expectations for individual children (eg. where this will be time consuming for children with poor motor control) however, as a general rule:

- a 😊 should be stamped or drawn followed by appropriate symbols from the marking key or a statement showing what has been achieved.(especially in relation to the learning objectives, any targets set or reminders given previously)
- A T in a circle (for Target) should be followed by appropriate symbols from the marking key or a statement showing what needs to be improved

Learning Objectives and Success Criteria

Learning objectives and related success criteria will be expressed as follows and shared with the children at the start and throughout the lesson:

- Learning objective referred to as – We Are Learning To
- Success criteria referred to as – Remember:

These should be recorded on the piece of work to aid the child's learning and for the member of staff's assessment. They may be used for monitoring purposes.

In maths, learning objectives and success criteria will not be recorded on work, only a title. In phonics, learning objective and success criteria will not be recorded in 'hold a sentence' activities.

Use of Targets in KS1

Targets are used alongside lesson objectives in order to support children's learning. Targets give children information about what they need to do to improve and can be related to specific academic or social goals.

Targets should be set for reading/writing/maths for individuals or groups of children as an on-going process linked to current work. They should help the children to achieve an aspect of learning they are not yet proficient at. They should be shared with the children as part of the lesson and may be displayed in the classroom.

Teachers and children will review such targets and assess the extent to which these have been met in ways suitable for the age and ability of the children, and working towards more formalised self-assessment in Y2.

Use of challenges linked to continuous provision in Reception

In reception, to aid in the evaluation and assessment of continuous provision activities, staff will plan weekly challenge activities in each area of learning. Once a challenge is completed children will demonstrate this either by the work produced or by taking a photograph and sharing it with a member of staff. They will then put a lolly stick into their named pocket chart. If they complete all challenge activities by the end of the week, children will receive a certificate and a sticker.

Celebration Assembly

A Celebration Assembly is held most Friday mornings to celebrate success, either academic or social. Children receive a sticker and a certificate. These are usually presented by a school governor. Children's photographs and the Well Done book with children's names are displayed in the entrance hall.

The above awards can reflect achievement across all curriculum areas.

Special Educational Needs and Equal Opportunities

All children will be merited in accordance with the agreed Marking Policy and guidelines, giving attention to individual needs and strengths as and when appropriate.

Resources

A Marking Key and a Reach for the Stars rocket and planet will be prominently displayed for reference in the classroom at all times.

Roles and Responsibilities

The Assessment Leader is responsible for the co-ordination and implementation of this policy and monitoring of practice in accordance with their responsibility for Assessment, Planning, Recording and Reporting including scrutiny of work and feedback to staff. Individual teachers are responsible for delivery within their own teaching and monitoring of use within their own curriculum area of responsibility.

This policy will be subject to review in line with school's programme for monitoring by the curriculum committee following consultation with staff.

Reach for the stars!

How can I make my work better?

