



Alderman Pounder Infant and Nursery School

Policy for Marking

Document Owner: FS and KS1 leaders

Issue Date: Spring 2018

Version: 1.4

Review frequency: Annual

REVISION HISTORY

| Version | Revision Date | Next review due | Summary of Changes (and author) |
|---------|---------------|-----------------|---|
| 1.0 | Summer 2013 | Summer 2014 | Policy revised (J Hemsley) |
| 1.1 | Spring 2015 | Spring 2016 | No changes (S Ingram) |
| 1.2 | Spring 2016 | Spring 2017 | No Changes (J Shelton) |
| 1.3 | Spring 2017 | Spring 2018 | Updated to include information about specific marking for maths (J Shelton) |
| 1.4 | Spring 2018 | Spring 2019 | No changes (J Hemsley) |

Introduction

Marking needs to be consistent and fair for all children. It should encourage dialogue and enhance the motivation of the pupils in a constructive and informative way. Marking is therefore an integral component to the learning process.

Work is marked to:

- involve the learner
- meet the needs of the individual
- recognise a breadth of achievement
- move learning forward

We mark to:

- show that a child's work has been assessed
- monitor the child's progress individually, and within the class
- value the child's work, providing constructive feedback
- encourage the child to work at an appropriate level
- assess work to inform future planning

Principles

- staff will use their professional judgement when reviewing and annotating pieces of work
- annotated work is often a useful starting point for discussions with parents concerning the progress of their child
- the teacher, when discussing a piece of work, should make positive comments and/or suggestions about ways of improvement and/or development
- work should be marked promptly, ideally in the presence of the pupil, although this is not always possible. At such times oral feedback would be appropriate and the work annotated afterwards as soon as possible
- work is marked against the learning objective(s) for the lesson

FS2

- adult led activities in literacy and maths include 3 success criteria relating to the lesson objective. Staff mark with a tick or a dot whether pupils have achieved these criteria and may add a comment if appropriate. This may be a record of verbal feedback given to the pupil during or at the end of the activity.
- the majority of feedback to pupils in FS2 is verbal; praise is reinforced through the use of 'smiley face boards' and sticker incentives, targets and next steps are referred to verbally at the start of subsequent lessons

KS1

- 'WS' shows that the child has completed the work *with support*
- 'I' shows that the child has completed the work *independently*
- an incorrect answer is identified by a dot at the side of it
- 'two stars and a wish' are used for independent marking: stars emphasise positive aspects of the work, and the wish is a development point
- an agreed set of stampers is used to mark work other than maths
- in maths symbols are used to represent 'check, chat, challenge':



check means that work needs to be completed, or a child needs to have another go; for those children that just have a few errors to correct but have basically got it



chat means the teacher needs to talk through the work again; for those who need the teacher to go over it again because they haven't really got it



challenge means that the child is secure in the aspect of maths and needs to complete a 'challenge' to demonstrate mastery

The success of the policy is monitored through regular work scrutiny.