



Bellfield Infant School

Marking Policy

At Bellfield Infants School, we believe that effective marking and feedback should ensure that pupils understand what they have achieved and what they need to do in order to progress. Marking of the children's work will take their learning forward by:

- Focusing on success and improvement against the learning objective
- Enabling children to become effective learners
- Helping them to close the gap between current and desired performance

Marking and feedback should:

- Be constructive
- Be related to needs, attainment and ability
- Relate to the Steps for Success which needs to be shared with the children
- Provide pupils with opportunities to assess their own work and that of others
- Inform future planning and individual & group target setting

Practise

All pieces of work will be marked, selected pieces of work will be 'quality marked'. Certain pieces of work may contain little or no written evidence of teacher marking e.g. some phonic activities, art work etc. This does not mean that the teacher has not seen the work or responded to it with the child. When possible, teaching staff should discuss marking with the child after it has taken place. If feedback has been given to the child during/after the lesson this should be indicated with a circled 'VF' in pink pen.

Staff will model all writing accurately regardless of the children's age or abilities. Particular attention will be paid to spellings, grammar and punctuation. Spellings will be corrected in line with individual abilities. As a maximum, 3 spellings will be identified, corrected and rewritten 3 times by the child. Number formation corrections should also be corrected, modelled and rewritten 3 times by the child.

When an adult has supported an individual or group, this will be indicated by a circled 'S' in green pen. Independent pieces of work used for assessment will be identified by a purple line across the bottom of the child's work with 'I' clearly marked.

Presentation

The class teacher will model presentation and consistently remind children of school expectations. This should be modelled at the beginning of the year, modelled in handwriting practise lessons and consistently revisited throughout the year. When marking children's work, errors will be underlined with a pink pen. If children recognise their own mistakes, they will put an 'x' at the beginning and end of the error and correct it at the side.

English

EYFS

Coloured pens and pedagogy stamps will be used to highlight positive achievements and the next steps for each piece of work:

- Green pen will be used to indicate the child's achievement within each piece of work

Example: *Well done*



- Pink pen will be used to indicate the child's next steps and how they can improve their learning

Example: *Next time*



If the learning objective has not already been stated the teacher will need to clarify it in green pen. All marking will need to be initialled by the staff member. The teaching staff will provide spelling and letter formation corrections to raise expectations.

KS1

Coloured pens will be used to indicate strengths and next steps within a piece of work:

- Green pens will be used to for all positive aspects and to confirm if the child has achieved the learning objective ('Green for Seen').

Example: *You have used adjectives in your character description.*

Pedagogy stamps can also be used to praise the child's achievements.

- Pink pens will be used for all next step comments, spelling/letter formation corrections and 'closing the gap' tasks (Pink for Think).

Possible 'closing the gap' comments are:

- A **reminder** prompt: This simply reminds the child of what could be improved e.g. Remember to use capital letters and full stops.
- An **example** prompt: This prompt gives the child clear support and guidance for improvement by providing an exemplar of how the aspect should have been done.
- A **question** prompt: This prompt uses a question to make the children reflect on aspects of their learning.

Time should be given at the beginning of the day or at the beginning of the next lesson for marked work to be read and any tasks completed. Closing the gap tasks will be checked for completion and accuracy, then ticked as 'Green for Seen'.

Children's work in KS1, working within the EYFS Curriculum, should be marked according to the EYFS marking guidelines.

Maths

- A green tick denotes an answer is correct
- A pink 'C' means it has to be looked at again
- Short date to be written on the **left** hand side
- A number line will be written underneath the date (e.g 0-9, 2 times tables)
- One digit per square

EYFS

Coloured pens will be used to highlight positive achievements and the next steps for each piece of work. Pedagogy stamps will be used where appropriate. All marking will be initialled by the staff member. Please see Appendix 1 for the whole range of stampers used in their books. All work to be marked with I or S to show Independent learning or supported learning.

- Green pen will be used to indicate the child's achievement within each piece of work

Example: Well done  MH I

- Pink pen will be used to indicate the child's next steps and how they can improve their learning

Example: Next time 

A lot of marking in EYFS is verbal. If a child has been given verbal feedback, their work will either have VF written or 'verbal feedback' stamper will be used.

Year 1

Pedagogy stamps will be used to show the particular topic that the children are learning, along with a comment regarding the learning that has taken place. The comment will be written in green pen. Please see Appendix 1 for the whole range of class stampers.

Coloured pens will be used to indicate strengths and next steps within a piece of work:

- Green pens will be used for all positive aspects and to confirm if the child has achieved the learning objective (Green for Seen). Comments are to be initialled by the teacher who has marked them. Comments will also have an I or S at the end to show that the child has been supported with their learning or working independently.

Example: *You have been able to order numbers from largest to smallest. MH I*

Some marking in Year 1 is verbal. If a child has been given verbal feedback, their work will either have VF written or 'verbal feedback' stamper will be used.

Pink pens will be used for all next step comments, number formation corrections and 'closing the gap' tasks (Pink for Think). If children are given a challenge question from the teacher, a challenge stamp will be used to help children acknowledge their question.

- Example: *Can you complete this problem?*



If children have been concentrating on 'greater depth' learning, this will be marked with a 'greater depth' stamper and initialled by the teacher who has marked it.

- E.G



Children will self-assess their progress at the end of every lesson, this will be achieved by a coloured square at the top right hand side of the page.

Year 2

All pieces of maths work will have a comment on to explain the learning that the children have taken part in. This will be written in green pen. The comment will be initialled by the teacher who has marked the book. All of the work in Year 2 will be marked as Independent unless they have been working with an adult. This will be clearly identified with 'S' next to their marking.

- Example: *You have been able to add a two digit number to a one digit number. MH S*

Pink pens will be used for all next step comments, number formation corrections and 'closing the gap' tasks (Pink for Think). Next step pedagogical stamps will also be used to help demonstrate how to move their learning on. If children are given a

challenge question from the teacher, a challenge stamp will be used to help children acknowledge their question. Please see Appendix 2 to show the pedagogical stamps used in Year 2.

- Example: *Can you complete this problem?*



If children have been concentrating on 'greater depth' learning, this will be marked with a 'greater depth' stamper and initialled by the teacher who has marked it.

- E.G



Children will self-assess their progress at the end of every lesson, this will be achieved by a coloured square at the top right hand side of the page.

SEN

Much of our work with children who have special educational needs involves a small group situation. It is vital that work is responded to with the child present and that they are given the opportunity to evaluate and self-correct. Coloured pens will be used to highlight positive achievements and the next steps for each piece of work. Pedagogy stamps will be used where appropriate. All marking will be initialled by the staff member.

Monitoring

Subject leaders will be responsible for monitoring of marking when scrutinising both planning and evidence of pupil progress/learning. This will be fed back to the Leadership Team and other staff in the form of on-going monitoring information. The Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

Appendix 1 – EYFS and Year 1 Marking stamps

Appendix 2 – Year 2 Marking stamps.

Written by: G. Simm
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