



William Austin Infant School

Policy Title: MARKING POLICY	Page 5
-------------------------------------	------------------

Effective Date June 2023	Review Date June 2025	Policy Version 6.0
------------------------------------	---------------------------------	------------------------------

PUBLICATION RECORD

Version	Date	Changes	Reason	Author
5.0	June 2021	Changes made are to reflect current school practices and DfE guidance	Review and update	Mrs Salsbury
6.0	June 2023	No changes	Review and update	Mrs Salsbury

ACRONYMS AND ABBREVIATIONS

LA	Local Authority

William Austin Infant School

MARKING POLICY

June 2023

'Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.'

At William Austin Infant School we believe there are three main reasons for marking:

- To advance pupil progress and outcomes
- To motivate pupils to progress
- To acknowledge the work a pupil has done, value their efforts and achievement to celebrate progress

Marking is the tool teachers use daily to find out what children have done, and where they need to go next. We use marking to move learning forward.

At William Austin Infant School 'live' marking takes place in all subjects. This means work is marked alongside the children while they are in class. This allows any misconceptions to be picked up straight away and the children are also able to hear any praise about their work, encouraging them to carry on working hard.

Aims

We believe that marking and feedback are an essential part of the teaching and learning process. We mark children's work and offer feedback in order to:

- Show the children that their work is valued
- Help children become better learners by giving a clear picture of how far they have come in their learning, and what the next steps are
- Give recognition and praise for achievement
- Provide feedback to the child, and feed forward to the next learning task
- Identify targets for individuals or groups of children
- Ensure regular dialogue between teacher and child
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- Gauge their understanding, and identify any misconceptions
- Suggest individual strategies for improvement

Principles of Marking and Feedback

Marking will be effective in the classroom when:

- Effort is recognised as well as achievement
- It is manageable
- It relates to learning intentions which are shared with the child and criteria for success are understood
- Teachers focus on certain aspects of the work, not attempting to assess everything, and provide constructive criticism
- Children are given time to reflect upon and respond to the feedback given
- The language used is consistent and appropriate to the child's maturity
- Children understand their achievements and know exactly what they must do next to make progress
- There is a consistent approach throughout the school, in line with the overall policy on assessment, recording and reporting

- It supports the target setting process and is an integral part of that cycle
- The principles of the marking process can apply to all age groups

Corrections/Improvements

As part of the marking process teachers will follow the attached guidelines for correcting/improving children's work. Children will then be given time in class to go back and correct/improve their work using a green pen.

Independent Activities

Any work from the foundation subjects that is not in a book (this includes any worksheets) will be stamped using the stamp which states, 'You have achieved the learning objective' or 'You are working towards your learning objective' or 'You have not yet achieved your learning objective.' Teachers may write a short comment on some of the work but work should at least be ticked

Year R Marking and Feedback

Most feedback will be verbal in Year R, although adult directed written and maths work will be marked and annotated using the attached annotation notes. All work should be dated and have a title on the page. Work should also be initialled by the adult who has marked the work, due to the number of staff in each class. Child initiated work will be looked at by an adult in the class and verbal feedback will be given to pick up any misconceptions.

All Homework

Homework at William Austin Infant School is done by children using Google Classroom and a comment is written by the class teacher to acknowledge their work. Any misconceptions or misunderstandings will be picked up and noted in the comment too.

General Marking Guidelines

- ❖ Stamps should be used on all pieces of work to show if work has been completed independently, teacher assisted or adult assisted
- ❖ Blue biro should be used when marking children's work
- ❖ All work should be dated and have a title (short or long date)
- ❖ Any comments on children's work should be positive, in child friendly language
- ❖ All teachers and support staff should initial after their comment on the work
- ❖ All members of staff should mark work using the attached agreed symbols for each subject area
- ❖ Worksheets only need to be marked (ticked); they do not have to have a comment on.
- ❖ No long comments need to be written on the child's work
- ❖ Children's work will be corrected within the lesson
- ❖ Tick the things the child has done well in their work and underline up to 3 things they need to improve on.
- ❖ Ensure an adult in the class has got round to all the children to look at their work and pick up any misconceptions
- ❖ Teacher to maybe look at all the books at the end of the day to get a general overview of the lesson
- ❖ Write a next step on the child's work if it is needed- ensure the next step is achievable in the next lesson
- ❖ Write VF so we know verbal feedback has been given to the child.
- ❖ Draw a smiley face if the child has tried hard.
- ❖ Stick a star on the child's work if the work is excellent.


- ❖ Award dojos to the child if they have done some good work.

Reviewed: June 2023

Review date: June 2024 (or sooner if required)

Marking Codes

General

<u>Code</u>	<u>Meaning of code</u>
GW	Group work
1:1	One to one support
PW	Paired work
H	Help given
I	Independent
SC	Self corrected
NU	Not understood
_____	Things they need to improve on
√	Things they have done well
	Tried hard
VF	Verbal feedback given

Literacy

<u>Code</u>	<u>Meaning of code</u>
W	word card/bank/mats used
PH	Help with phonics
D	Dictionary used
P	Support with punctuation (finger spaces, full stops, capital letters)
_____	Under the word of common word spelt incorrectly in several places
^	In the place of a missing word and missing word written above it

Spelling Corrections – correct spelling of key words/tricky words above the word (2-3 in a sentence)

Punctuation Corrections – correct and put in correct place. (capital letters and full stops)


Numeracy

<u>Code</u>	<u>Meaning of code</u>
•	Incorrect answer, children to write the correction next to the dot
√	Correct answer
100	100 square used
C	Cubes used
A	Other apparatus used
N	Number line used

Year R Annotation Notes for Marking

When annotating pieces of written work the following points should be followed:

- All work to be dated, titled and initialled
- Positive, child friendly comments to be made
- Child's explanation of writing to be scribed under original writing
- Work to be marked alongside the child at the time of writing
- Stamps to be used for every piece of work to show amount support given and comment linked to work (see below)
- Codes to be used on every piece of work

Code	Meaning of code
LH	Left handed
RH	Right handed
I	Independent
C	Copied
H	Help given
P	Support with punctuation (finger spaces, full stops, capital letters)
W	word card/bank/mats used
PH	Help with phonics
SC	Self corrected
_____	Things they need to improve on
√	Things they have done well
VF	Verbal feedback given
	Tried hard

Guideline for children correcting/improving their work

- Teacher to underline the words they need correcting (these can be HF words, key words linked to topic, time connectives – teacher to decide what would be most useful and beneficial to the child)
- Teacher to underline where a full stop or other punctuation should be so children go back and put full stop or punctuation in.
- Use ^ if a child has missed out a word.
- If a child needs to add descriptive words to a sentence or re write the sentence so it makes sense or add finger spaces, child to write the sentence at the bottom of the page. It should be **no more than 1 sentence**.
- Letter/number formation – write examples at the bottom of the page and children to write under each letter using the correct formation.
- Children to use green pen to do corrections.
- Teachers to use blue biro to underline words and errors.
- Incorrect numeracy answer – write a dot by the side and child to correct next to it.

As stated in the marking policy 2-3 words maximum spelling corrections should be identified per sentence and this should be done for the whole piece of work and not just 1 page.