

Marking Policy

Marking is an integral part of assessment. We aim to provide a consistent system of marking that is supportive and progressive across each year group within our school, in order to motivate the children and to enhance children's self-esteem and confidence.

Purpose:

- To recognise, encourage, reward and celebrate.
- To provide a dialogue between teacher and children relating to strengths and areas for improvement.
- To improve children's confidence in reviewing their own work.
- To indicate achievement and progress against success criteria.
- To provide evidence.
- To identify those children who need extra support/extension.
- To aid reporting.
- To inform planning.

Principles:

- Wherever possible, marking and feedback takes place with the child/children. Initially a response to work will be given orally; this will be as immediate as possible and occasionally will be the only response, particularly in the foundation stage.
- Children are made aware of success criteria against which their work will be marked.
- The learning needs of each individual are understood and work marked appropriately.
- Work is marked in such a way that achievement is acknowledged and teaching points highlighted.
- Marking may be oral or written.
- A written response on the work may be appropriate. This could be read to the child if necessary and will also serve as future information to both the teacher and parents.
- Marking may be whole class, group or individual.
- All work should indicate that the teacher has seen it e.g. a tick, comment, smiley stamp ...it should also be dated.

Marking:

- Work should be marked with the child.
- Work can be marked in pencil or pen (not red) and errors should be identified by:

Written:

As we are working with young children, it is important that they understand what they have done well and what they need to do to improve. We use green coloured pens in writing for good work against the set target for the session and orange (amber) coloured pens to show an area for improvement. This is known as 'Green for Great and Amber for

Action'. When staff mark work it is essential that they model the correct handwriting style.

In all other marking a pen is used to 'tick' correct work and 'dot' incorrect work. Children will have an opportunity to go back to correct mistakes.

Verbal Feedback:

If feedback is given verbally, a verbal feedback stamp on the work will indicate that the child has received feedback.

Dating work:

Foundation Stage - date written/stamped by staff member.

Year 1 - Daily dating by the child or staff member, either word or number date (depending on subject/ability of child).

Year 2 - Daily dating by the child. Literacy work should have words, e.g. Wednesday 11th February 2025; maths work should have numbers, e.g. 11.2.25.

Marking Writing:

The Writing Conference:

This is a crucial part of the developmental writing process. It offers the child immediate positive feedback about their writing. This process depends on the development of the writer. The conference will include a link back to the writing target for the session. Within Reception, this target is verbally shared and reinforced. In Year 1 and 2, the target for the session is recorded on a sticker displayed at the start of the work and then stamped during the conference if it has been achieved.

Early/beginner writers (children who will not recall what they have written after the session)

- The child reads through their writing.
- The teacher then writes the conventional form underneath the child's writing. This provides an opportunity to see a piece of writing being scribed in the conventional form. As the teacher scribes the process is talked through e.g. "I'm starting the sentence with a capital letter....."
- Where children are not sure what they have written, the teacher may ask what they would like to have written and scribe that.

Intermediate writers (children who are able to re-read their writing at a later date)

- The child reads through their writing.
- If the writing does not communicate meaning or if the presentation is weak the teacher then writes the conventional form underneath the child's writing. This process should take place during or as soon as possible after the session.
- Attention should be drawn to spelling errors, with the focus on keywords.

Advanced writers (children whose writing communicates a clear meaning)

- Immediately after writing the child should re-read their work as the first stage in the editing process.
- The teacher will conference the child about their writing, requesting them to correct errors as appropriate. This writing will not be scribed. Spelling errors are highlighted and corrected. This process should take place during or as soon as possible after the session.

Points to be addressed when conferencing:

Although the exact focus will depend on both the level of development and the nature of the task, attention could be drawn to a number of different aspects of the writing:

- Content - use of creative ideas, descriptive language, story structure etc.
- Handwriting, setting out of work, spacing.
- Spelling, tense.
- Punctuation.
- Language structure.

Reception Marking:

- Yellow pens to model letters that need to be practised.
- Tick correct sounds in words.
- Scribe individual words above word written by the child.
- Scribing at bottom of sheet (see early/beginner writers section).
- ELG children to be getting ready for Y1 by ticking / marking positives in green and give appropriate target.
- Stamp with TA assisted / teacher assisted / independent.

Year 1 Marking:

- Green for Great - highlight writing relating to target.
- Amber for Action - highlight parts of writing that can be improved.
- Stamp with TA assisted / teacher assisted / independent and initialled.

- Scribe key words correctly above the child's writing during writing session, so child can correct mistakes.
- Use keyword card during writing session.
- Each piece of writing to be marked against target and success criteria displayed in child's writing book.
- On completion of marking the child will be told what they have done well (Green for Great) and given targets (presentation/content) on how they could improve their work (Amber for Action).

Year 2 Marking:

- Green for Great - highlight writing relating to target.
- Amber for Action - highlight parts of writing that can be improved.
- Scribe key words correctly above the child's writing during writing session, so child can correct mistakes.
- Use keyword card/dictionaries during writing session.
- Each piece of writing to be marked against target and success criteria displayed in child's writing book. Child to self-assess and peer assess against the criteria. Level of independence to be indicated and Teacher/TA to initial.
- On completion of marking the child will be told what they have done well (Green for Great) and given targets (presentation/content) on how they could improve their work (Amber for Action).

Maths Marking:

- If the answer is correct use ✓ if an answer is incorrect use .
- Put a box at the side of the sum to be corrected, for the child to write the corrected answer in. Children do need to go back and do their corrections. They will use a purple pencil crayon to complete their correction.
- If it is a Shape, Space and Measures question where a box wouldn't be appropriate, give the child a second sheet and write on the sheet that it is a second sheet.
- Number reversals need to be corrected above the number and then the child needs to practice underneath or on the back of the sheet.
- The child needs to have completed the self-assessment section on the worksheet by the end of the session.
- If a child has struggled with a concept and they have needed extra support a note should be made on the work.

Approved: January 2025

Next Review Due: January 2026