

Newton Solney Infant School

Marking policy

Introduction

Marking is an integral part of our assessment process in which we celebrate achievement whilst striving to promote and encourage improvement in teaching and learning.

The Purpose of Marking

It is important for teachers, parents and pupils to understand our purposes for marking which are to:

- inform pupils when they have done well and to celebrate and reward as appropriate their successes.
- check on progress by tracking pupils' work for evidence of improvement.
- raise attainment in school.
- inform future teaching and learning.
- provide information to parents and the wider community including other agencies.

How we mark

Consistency throughout the school in our approach ensures that marking is effective and useful.

- Marking is sometimes verbal, it may be written or on occasions a combination of both.
- The teacher's body language and facial expression are important when providing any verbal feedback or marking.
- Written marking is clear and easily understood.
- All marking is consistent with the learning objectives which are shared with the pupils.
- Marking and/or annotation match the focus and learning objective e.g. if the focus in a piece of writing is connectives then spelling may not be marked on that occasion.
- Pupils are encouraged to develop skills to evaluate their own and each other's work, e.g. to choose their own best line of handwriting, or to share with a partner to find two good things about their work.
- Some spellings are underlined and corrected over the top or written below for the child to practise.
- Comments at the end of a piece of work encourage and give next steps.
- In maths, work may be marked with a tick, or with a full stop and box. □ for another attempt, not to rub out original answer. E.g. $4+3=8$.□
- Smiley faces, stickers and stars are given, at teachers' discretion, to encourage pupils.

- Parent helpers are given guidelines and may record comments confidentially for teachers' and pupils' benefit.
- Weekly and half-termly awards assemblies recognise effort and achievement and celebrate success.
- See Appendix A for marking symbols to be used.

What we mark

- Each term key pieces of writing are marked in depth and judgements recorded to inform future planning and to update the half termly tracking data.
- It is not possible to quality mark every piece of work.
- Some work will be marked to indicate that it has been completed.

When we mark

Depending on circumstances marking takes place more effectively:

- when work is in progress or alongside the pupil
- immediately a piece of work is completed or at a later time (but as soon as possible) and pupils are given the opportunity to read and to act upon the comments

Who marks work

Everyone in the classroom is involved in teaching and learning and therefore is involved in marking:

- the teacher
- classroom assistants
- the pupils
- voluntary classroom helpers including parents are invited to record observations/comments confidentially in a classroom file or to give verbal feedback to the child

Who it is for

Marking is for the benefit of:

- individual children to celebrate success and to give constructive feedback
- parents
- teachers to inform future planning
- other outside agencies e.g. educational psychologist

This policy was reviewed by staff in October 2014, reviewed by the Teaching and Learning Committee in January 2015, and approved at the Governors' meeting on 26th January 2015.

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