



Newton Solney Church of England (Aided) Infant School

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"I can do all things through God,
Who gives me strength."

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.

- Differentiated Marking Stickers are used for most pieces of written work which clearly show the lesson objectives. A green tick is used by the teacher to tick all objectives met.
- Next steps are given at the top of the next piece of work.
- 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/comments are not required unless this helps the teacher.
- All marking is consistent with the learning objectives which are shared with the pupils - see stickers.
- 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 work, e.g. to use a Brilliant Blue pen to mark the marking sticker themselves (Year 1 and 2).
- 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. $4+3=8$. □
- Stickers/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

- Every piece of work is marked to ensure next steps are ready for the next piece of work.
- A piece of work will be marked and annotated ready for Parent/Teacher consultation meetings which the parents will take home. Next steps will be clear. (Year 1 and 2)

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)
- For Written work next steps are always written for the next piece of work

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 do not write comments in children's work books

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 September 2021, reviewed by the Teaching and Learning Committee in September 2021, and approved at the Governors' meeting September 2021.

Heidi Elks

