



SPRINGFIELD INFANT SCHOOL

Springfield is a Rights Respecting School.

MARKING POLICY

Article 28

Children have the right to learn and go to school.

Article 29

Children have the right to become the best that they can be.

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AIMS

Our aims in marking work are:

- To be positive and encouraging.
- To mark pupils' work against the planned learning objectives and success criteria.
- To enable children to recognise what the 'mark' means, so that they can act on it and respond to it.
- To use the marking procedure as part of the assessment for learning process.

OBJECTIVES

1. Why do we mark children's work?

- To value the children's effort and work.
- To assess the work (formative/summative).
- To encourage and give constructive feedback.
- To encourage further challenge and extension.
- To teach/reinforce specific points for an individual pupil.
- To diagnose needs and provide appropriate support.

2. How do we mark work?

- Learning objectives and success criteria (I can statement) for the lesson and dates will be stuck into the children's Maths, English and if appropriate topic books.
- The *success criteria* will be highlighted at the end of the lesson to show the child's level of understanding.
 - Pink (*tickled pink*) - The success criteria has been achieved.
 - Green (*green for growth*) – The success criteria has not been met, more work needs to be done to achieve this.
- Written and oral comments should be positive, constructive and helpful.
- In Year 2, for longer, assessment pieces of writing, 2 stars and wish is used to respond to children's work. 1 star should be responding as a reader and directly link to something in the writing. The second star should be a genre or sentence focus. The wish is something for the children to work on or edit within their piece of writing.
- TAs and LSAs should mark the work of the children that they have worked with and initial the work. TAs and LSAs will be provided with a marking guide for the year group that they are working with.
- In EYFS, focus work will have the date and lesson objective and the 'I can statement' is highlighted in pink only.
- Across the school, we use marking codes. (See appendix 1) This ensures consistency across the school and that the children know what to do next in their learning.
- In KS1, in conjunction with a star and a wish, picture-marking codes are also used. The children understand the meaning of the pictures and thus can edit and adapt their work accordingly. (See appendix 2)

3. Who do we mark work for?

- The individual pupil.
- To provide information for the teacher.
- To provide information for other teachers and parents.

4. **When should we mark children's work?**

- When work is in progress (ideal).
- As soon as it is completed.
- As soon as possible with the pupil at a later date.
- With longer pieces of work – return work and allow pupils to read and act upon the comments.
- The class teacher should mark a piece of work in detail once a week. (If a class has two part time teachers, both teachers should mark in detail once a week.)

5. **What should be marked?**

- Before the task is set, the teacher, TA, LSA and pupil should know the purpose and expectation.
- Work should be marked against the lesson's success criteria.

Note

- Incorrect letter formation will be corrected in line with schools drive to improve handwriting.
- If the planned learning objective is to focus on something other than spelling, we will still correct incorrect spellings underling the error depending upon the child's stage of development, with a straight green line
- Time should be given for children to respond to the marking.

STAFF RESPONSIBILITY

In order to manage marking effectively staff need to ask three questions when planning children's learning effectively:

- What is to be taught?
 - What is to be learned?
 - How will we know that it has been learnt?
- Decide what is to be marked (re-assessment – is it for summative or formative purposes?)
 - Ensure that it is focused on finding out what has been learnt i.e. knowledge, understanding, skills and attitudes.
 - Ensure pupils know what is being marked and are given effective feedback.
 - Pupils can act on the marking given and the feedback offered on how to improve e.g. as an individual target(s) for achievement to be addressed at home and/or at school.

BEST PRACTICE IN MARKING IS:

- When the pupils' work is marked against the planned learning objective.
- When the pupils' clearly understand what they are required to do.
- When pupils are given the opportunity to self and peer assess.
- When pupil's self-assess their work with a 'smiley face' to show how they feel about their work.
- When the pupils clearly recognise what the marking means and can act on it.
- When time is allocated for pupil's to read their marked work and act upon it, i.e. edit and improve. (KS1 pupils will use a purple editing pen.)
- When the teacher uses the marking procedure as part of the assessment for learning process.
- Positive and constructive.

Marking completed using a blue pen, but red pen is not be used.

Note:

- Do not forget 'verbal marking'. Teachers will use a verbal feedback stamp to show this or write the initials 'VF.'
- Stamps will be used to show the following in years 1 and 2:
 - a. Independent work
 - b. Adult assisted work

Resources


- Pink and green highlighter pens (for staff)
- Purple editing pens (for pupils)
- Verbal feedback stamps.


See appendices for marking codes below.


Appendices

Appendix 1


Whole school marking codes are used in conjunction with the pink and green pens.

Capital letter -  (around the letter that needs to be capitalised)

Full stop -  (where the full stop should be)

When the word chosen does not make sense –  (under the word)











Incorrect spelling -  (under the incorrect spelling)

Finger space -  (between the words, where a finger space should be)

In Year 2, the children should be editing their work to check that they have correctly used the non-negotiables above.

Appendix 2

Marking codes used alongside 'two stars and a wish' in Year 2.

Picture Marking Codes	Picture Explanation
	Capital letters
	Full stops
	Finger spaces
	Neat handwriting
	Spellings
	Openers
	Adjectives or exciting vocabulary
	Conjunctions
	Read back your work and check for sense.
	Edit your work using a purple polishing pen.