

Grange Park Infant and Nursery School

Policy for Marking

Date	Review Date	Marking Policy	Nominated Governor
Sept 2018	Sept 2019	Senior Management Team	Mrs L Plummer Walrond

POLICY FOR MARKING

At Grange Park Infant and Nursery School our Marking Policy is a working document to ensure good practice throughout the whole school.

The policy is monitored throughout the school by observing the children's reaction and future progress. Grange Park Infant and Nursery School reviews and revises the policy regularly.

Philosophy

At Grange Park Infant and Nursery School we feel it is vital that we respond to a child's work and actions in a positive manner, in order to help each child reach their full potential. In this school, children's self-esteem and confidence are bolstered and the children discover their achievements and next steps for themselves.

Children are treated as individuals and their work and actions are under observation by those around them – teaching and non-teaching staff, parents/carers and other children. Pupils are encouraged to respond to their own work, behaviour and actions in a positive way.

Grange Park Infant and Nursery School marking policy fosters a favourable learning environment, in which children appreciate the worth of their work and take a pride in all that they do. All staff conform to common practices and attitudes when responding to children.

When a child is in receipt of any kind of response, Grange Park Infant and Nursery School hopes the child will learn from it. Any form of response is a partnership between an adult and child, or between two children. All responses should adhere to the philosophy and aims of Grange Park Infant and Nursery School. Our Policy for School Behaviour covers positive responses to children's behaviour.

Our marking forms an essential part of our continuous assessment process and should be clear to its attended audience.

Through our marking policy we aim to teach children how to learn and how to organise that learning so that they may achieve their full potential. We encourage children to set their own personal targets (with support from an adult) for improvement and provide an opening for self-correction and evaluation. Children should be fostered in the attitude that we are allowed to make mistakes and that we learn from these.

Type of Response

A response to a child's work or actions can be:

- ◆ written
- ◆ oral
- ◆ demonstrative.

There might be occasions when the response is a combination of any two, or all three, types.

Responses can be personal or collaborative, made by a teacher, teaching assistant, child or a group of children.

Written Responses

Written responses are used mainly for children's work and can be in books, on loose sheets, in topic files, or on separate pieces of work. These responses should be to praise, advise, inform, or to register a mark in the child's work.

Teachers respond in written form whether or not the child is present, however the preference is that teacher's will correct or address misconceptions with the child beside them. The teacher and child discuss the work together and the teacher reads the comment to the child in order to highlight progress and areas for further development.

Teacher's mark all work making direct reference to the learning objective set for that task. Detailed comments and next steps are provided, through written and verbal feedback, for at least one piece of Literacy and Numeracy work (a guided activity e.g. guided writing) per week. This allows the child to reflect on their work, and stimulates ideas and suggestions by the teacher for the child's next task or action, the child then has time to act on teacher's comment.

When a Teaching Assistant or student teacher is working with a group of children, they are responsible for marking the work that the children produce. This should include comments on how much support was given to the child in order for them to complete the task and their attitudes to what they were doing. The preference is for the adult to mark and write a comment on their work with the child beside them.

Throughout Grange Park Infant and Nursery School normal practice is for a child to be present when their work is appraised. But this is not always practical and a written response is usually added to a piece of work when the teacher marks a set of books or files after a lesson. This applies particularly to work such as creative writing and activities that require a teacher's full attention. Comments may be written partway through or at the end of a piece of work depending on the layout of the work.

If the teacher marks pieces of work without the children present, the written responses are delivered verbally to the child or where appropriate, as a general statement to the whole class. Children will be given opportunities throughout the week to look back over their work, and either read comments in their books or have comments read to them. This also provides an opportunity for the class teacher to address general misconceptions or recurring errors made within the class.

All written comments should be clear, legible and neat in a handwriting style consistent with that being taught to the children. Work that requires detailed marking should be positive and constructive with a 'next step', so that the child understands how their work or performance can be improved.

At Grange Park Infant School it is important that children are provided with opportunities to revise and improve their work. Where possible, children are given time to respond to and act on their class teacher's feedback by 'self-marking' or editing their own work. At times children will also respond to each other's work and provide positive feedback.

Children are also taught to self evaluate their work and assess their own understanding and achievement through a traffic light approach at the end of a lesson. This gives them the opportunity to think about their own level of progress, understanding and performance. Children are advised to be honest when evaluating so their teachers can help them. Children are asked to signal their opinion of how well they have understood the learning objective and carried out a task by colouring in a traffic light.

1. Green:

This shows the child feels they have achieved their learning objective, understood the task and are ready to learn more. Teachers may refer to this as "I fully understand".

2. Amber:

This shows the child feels they have partly met their learning objective but feel they would like to improve their work with support. Teachers may refer to this as "I am nearly there".

3. Red:

This shows the child would like additional support as they have not yet understood and found their learning objective and task very challenging. Teachers may refer to this as "I am not sure **YET**"

Marking of all kinds is a written response, as well as using symbols such as a tick for correct answers or a dot to signal errors or work that a child must check.

Parents/carers are encouraged to make a written response in the home reading record book in respect of their child's reading.

Oral Responses

An oral response might be made on a one-to-one basis between a teacher and a child: perhaps while the teacher marks work with the child beside them. Other instances might be when a child is redrafting a piece of written work, or when the teacher praises a child for good team work.

A teacher might address a group of children or the whole class when they are performing a group activity or task, when work is being returned to them, or in order to reinforce or praise appropriate behaviour.

A child could be asked by the teacher to respond to questions about whether they are pleased with their work and understanding, and whether they think they have fully achieved and if this is their best effort.

Children respond orally to each other, particularly in relation to their work in group or class discussions.

Oral responses can be collaborative. A teacher and child redrafting work together, or a group of children looking at work produced by another group, could co-operate on the response.

At the beginning and end of a lesson, a success criteria is shared with the children. Children are asked to respond to each statement, either verbally or through actions to indicate a personal response or self evaluation of their achievement. Again, children are encouraged to be honest so their teacher is able to help them.

Oral responses made by staff should be considered, positive and phrased to heighten the children's confidence and self-esteem. Feedback should be constructive and oral responses should be combined with a demonstrative response. The children are guided towards responding to each other in a similarly positive manner.

Teachers and parents/carers interact at interviews during Parents' Evenings and at other times during the school year. In all years, but particularly in Reception, parents are regularly encouraged to come into school and give information about their children. These comments are included in the Foundation Stage / Child profile.

Demonstrative Responses

Teaching and non-teaching staff use demonstrative actions to respond to children's work, behaviour and actions.

Awarding stickers, stars, stamps and certificates of various kinds are practical actions. Every child in school will have a means of collecting individual rewards which will vary depending on individual class reward systems. Class teachers have their own form of demonstrative response, such as a star of the day, special helpers, table of the week rewards or whole class rewards.

Displaying children's work in the classroom and around school is a demonstrative response towards that child or class, as is taking work or an example of an achievement into the fortnightly Achievement assembly. For the greatest effect, it is important to mount and display children's work to a high standard. (See Grange Park Infant and Nursery School Policy for Display.)

Children might be asked to show special skills or achievements to other children in their classroom or in assembly. Children are demonstrating a response when they select work to go onto a display or 'best work board.' In order to acknowledge an excellent piece of work, children are asked to show their work to another teacher, the Deputy Head Teacher or the Head Teacher.

Marking and Presentation Guidelines for Key Stages 1 and the Foundation Stage

The following guidelines for marking and presentation are part of the whole school policy. It is not possible to outline marking strategies without first setting down the guidelines for the way the children should present their work. At Grange Park Infant and Nursery School the children are expected to work to a high standard and emphasis is placed on setting out work neatly and correctly.

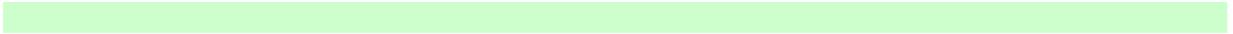
There are certain strategies common to all year groups, for presentation and marking. Materials of the highest quality are used. Loose paper is always cut on a guillotine or cutter. Children do not write anything on the covers of their exercise books except their name and subject. The staff write legibly and appropriately for the particular year group, on the whiteboard and on worksheets. As a school we use the font 'Sassoon Primary Infant' to present word processed texts. It is also essential that all staff write in a style that closely models our school handwriting scheme.

Children of all age groups are encouraged to check their work to make sure that it is finished and that they are happy with it. Staff mark all the children's work. Work is marked as work progresses, or as soon as possible after the child has completed it. Work is returned to the child after marking.

A great deal of emphasis is placed on developing the children's skills as independent writers. In order to do this, the children need to feel confident. At Grange Park Infant and Nursery School we feel it is important not to over-correct free and creative writing and so there will be pieces of work with spelling errors that have not been 'marked' as such. Emphasis in these cases will be the spelling of high frequency words and the teacher will talk to the child on a one-to-one basis. Where this occurs, the teacher may record by writing 'verbal feedback' (VF), to signal their response has been made.

The children's workbooks are a reflection of their ability at that time. If the work is not up to their usual standard a comment should be added to reflect the reason why e.g. supply teacher, child unwell / upset. Pages from a child's workbook should not be removed.

A copy of the relevant marking and presentation guidelines is given to any supply teacher or student teacher working in a particular class or year group.



Reception & Key Stage One

Presentation

- Every piece of work will be dated by the child or by an adult if the child needed support or was unable to do so.
- Work is completed in pencil. Where work is corrected by the children themselves, a green pen may be used by the child to signal a response to their teacher's feedback and suggestions
- No felt tip pens should be used in workbooks.
- Erasers can be used at the teacher's discretion. If a child is not using an eraser any mistakes are crossed out by a single line, and the corrected answer written either above or by the side of the line.
- All written comments should be clear, legible and neat in a handwriting style consistent with that being taught to the children.

Marking

- Work is marked in blue or black pen
- Ticks are added for correct answers and a dot for incorrect answers.
- The child's exceptional efforts may be awarded with a smiley face, a star, a small sticker or a stamp, which may be added at the bottom of the work.
- A positive comment and a constructive comment (or point for improvement) is provided at the end of the child's piece of work. This may be given verbally or written in the style of the children's writing. Next steps can be signalled by a ladder/steps symbol.
- All work will have a learning objective written at the bottom or top of the page. Work will be directly marked against this learning objective using a comment and symbols.
 - * The learning objective will have an 'A' (achieved) written next to it if the child has shown a full understanding,
 - * The learning objective will have a 'P' (partially achieved) written next to it if the child has shown some understanding, but still needs to consolidate.
 - * The learning objective will have an 'O' (ongoing) written next to it if the child has shown some difficulty understanding the learning objective.
- When it is appropriate, work will be coded using the Early Years Foundation Stage Codes or assessed using the National Curriculum.

Code	Meaning	Example
NS	Next Step – the child is ready for the next step of learning this concept	Child neatly forms letter 'h' but takes pencil off the page to complete – NS : To begin to retrace vertical lines
SD	Significant Development – the child demonstrates through words or actions particularly significant progress in an area they were experiencing difficulty with	A very quiet child who usually nods in response says 'Yes' for the first time.
SI	Significant Interest – child has previously demonstrated a particular interest in this area and you know it to be a favourite of his/hers	Child has selected a bike (SI) and uses his/her feet competently to peddle PD MH 40-60 .
CR	Consolidation Required – child has repeatedly demonstrated that they find this particular skill difficult	Child is counting elephants in pots but not always using 1:1 correspondence accurately Child recites numbers from 1 to 10 but misses out 6 and 9
CEL	Characteristic of Effective Learning – Child has demonstrated one of the CEL when playing and exploring independently	Child suggests/gets sellotape to fix something that has just fallen off their junk modelled robot

In Nursery coding is also used for adult led activities. The following symbols will be used:

1. A dot is used when the objective is NOT achieved.
2. A dot, vertical and horizontal line indicates partial achievement.
3. A single - horizontal line indicates the objective has been achieved.
4. A capital E indicates the child is exceeding beyond the objective.

In Key Stage One and Reception the following symbols will be used:

- The level of support the child needed to complete the task is also indicated on each piece of work. This can be added using the appropriate codes/symbols
 - * I - Independent work
 - * GW - Guided Writing
 - * W/S- With Support

The teacher may choose to orally feedback to the child as this indicated through the symbol

VF= Verbal feedback

The teacher uses a star  to indicate what the child has achieved and a 'step' symbol  to indicate the child's next step.

Editing with the child

- If a digit is reversed several times, the child should practise writing the digit out at the end of the exercise. It may be necessary for the teacher to write a set of yellow numbers at the end of the work for the child to copy as further practise.
- If a mathematical strategy has been used incorrectly, the teacher can write the correct strategy by the side of the calculation. Where possible, children will be given an opportunity to discuss and practise this correct model.
- If a high frequency word is spelt incorrectly a number of times this is underlined and corrected, and the child may be asked to write it out several times.
- Where a persistent problem is evident, the child should receive specific help and an opportunity to practise. For example, incorrectly formed letters/joins are rewritten by the teacher at the end of the work and the child practises these.
- The teacher overwrites lower case letters at the start of a sentence in capitals. Where capitals appear in the wrong place, for example in the middle of a word, the teacher underlines the word and writes the word correctly above.
- If a full stop is missing, the teacher will either put the full stop in the correct place or give the child opportunities to re-read their work and identify the missing punctuation.
- In Year One and Two children use a green pen to correct mistakes signalled by the teacher. They may also use a green pen to improve, re-write or extend work that is unclear or does not make sense. After completing dictation exercises, children use green pen to correct spelling errors from a given list of accurate spellings. Class teachers will highlight specific types of errors using symbols:

In Year 1 the following symbols will be used:

- 1) A circle around a word to indicate a spelling error.
- 2) An underscore () to indicate a missing full stop.
- 3) A double line (=) under the letter to signal incorrect use of upper or lower case.

In Year 2 the following symbols will be used:

- 1) **P:** Check punctuation
- 2) **Sp:** Check spelling (specific word may be highlighted/circled and this would be a high frequency word, or a spelling pattern or grapheme that the child is expected to know or has been learning. Otherwise the spelling is given and the child is expected to correct the error)

Self Assessment (discussion and use of stamps (KS1) /self assessment cards (FS)

Green: This shows the child feels they have achieved their learning objective, understood the task and are ready to learn more. Teachers may refer to this as “I fully understand”.

Yellow: This shows the child feels they have partly met their learning objective but feel they would like to improve their work with support. Teachers may refer to this as “I am nearly there” or “I would like to practise”.

Red: This shows the child would like additional support as they have not yet understood and found their learning objective and task very challenging. Teachers may refer to this as “I am not sure **YET**”

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