



## Marking Policy

To be read in conjunction with all other policies plus:-  
Disability and Equality Scheme  
Gender Equality scheme

### Introduction

At Broadway Infant School we believe that effective marking should provide positive constructive feedback to every learner. This should focus on success and improvement needed against learning enabling reflective practice by children and adults.

### Aims

To enable children to become more aware of their strengths and weaknesses and what they need to do to improve their learning

To promote an understanding of the school's expectations in order to raise standards of achievement, thus providing consistency across the school

### Features of Effective Marking

It provides clear feedback to children about their strengths and areas for development in their work

It provides children with next steps/targets for improvement

It addresses misconceptions

It is carried out promptly

It is shared

Time is allocated/ planned for the child to respond

Some adult marking / some child marking

Marking systems in the school will be regularly adapted and improved in response to new innovations, curriculum developments in recording assessments and peer feedback strategies as they are developed. The appendix to this policy will summarise on an annual basis the systems staff will use. (See Appendix 1)

This policy will be reviewed at least every three years and has been delegated to the Headteacher

**Signed: Michelle Clark**

**Chair of Governors**

**Date: 26.9.16**



## MARKING WRITTEN WORK IN FOUNDATION STAGE

## APPENDIX 1

Child initiated mark making/writing will usually be discussed with the child. Adults will give verbal feedback which will include comments relating to praise, strengths and next steps for learning.

If work is retained for inclusion in the child's learning diary, it will be put onto 2 build a profile where it will be accompanied with a written comment and assessed against the EY outcomes.

Directed/planned written work will be marked with the date and initials of member of staff responsible for marking it. A printed label with brief outline of task and a set of assessment criteria will accompany each piece of work.

The **label** will be highlighted accordingly;-

Green highlight if the child has met the assessment criteria  
Blank if not met.

If child is away, absent will be marked on the sticker

Children's work- to be marked with the child during/completion of the task

Green highlight – good writing/maths skills

Pink highlight – any incorrect writing/maths skills

Children correct pink to think throughout the rest of their work



## MARKING WORK IN KEY STAGE 1

## APPENDIX 2

Written work will be marked with the date (recorded by the pupils) and may be accompanied by one of the following Key Codes to denote the context in which the work was produced:

**T** (Teachers) – Plus the initial of the member of staff marking if it is different to the regular class teacher (i.e. whose name is on the front of the workbook). It is advised that job shares always initial their marking.

**TA** (Teaching Assistants) – Plus the initial of the member of staff marking

**I** – produced independently

**WH** – produced with help

**S** – Supply teacher

**OA** – to indicate that this has been supported by another adult such as a parent helper or volunteer

No other adults should mark books with the exception of Student Teachers – This work will be marked '**ST**' plus their initials (denotes produced whilst working with a student teacher). Initially, student teachers will begin by using green highlighter and praise. NOTE – The class teacher will instruct student teachers how to mark with the aim of ensuring they learn to use appropriate focused marking techniques by the end of their teaching practice.

Marking/feedback will link to the learning objectives/success criteria and will be given at the teacher's discretion.

Following the maxim: '**Green is great! Pink to think!**'\* -green highlighter pen will be used throughout Key Stage 1 by staff to identify any evidence within a piece of writing or other work that demonstrates successful learning relating to the success criteria. Teacher comments will similarly be highlighted with green highlighter if they relate to successful learning. Teacher comments relating to next steps or extension tasks will be highlighted in pink as will work where the pupil has not met the success criteria. Work should be marked in a colour that is easily seen; red should never be used.

\*The only exception to **green and pink** highlighting are pieces of independent assessment writing when teachers should use **yellow highlighter** in place of green. Thus progress between assessment points may be seen clearly.

Each week every child will experience:

**Focused Marking** - Detailed verbal feedback given at the time of the activity. Both green and pink highlighters can be used at the teacher's discretion as:

- Praise in the form of green highlighting and/or a comment linked to the learning objective
- Pink to make correction(s) and/or for next steps which pupils will address as soon as it is practical to do so.

Distance Marking –

As with focused marking green is used to highlight successful learning against success criteria linked to the learning objective (LO) if met. Pink is only to be used if children will have the opportunity to respond otherwise teachers should correct in colour that is easily seen (see above).

**Self assessment** - When appropriate pencil or crayon (preferably not green) may be used by children to identify evidence within a piece of writing that demonstrates successful learning relating to the learning objective. The teacher will check and validate this self-assessment. Sometimes children will have the opportunity to edit ('polish') their work; they should use purple polishing pens to do so.

Marking work with a 'tick' may also be used by:

Teachers during mathematics.

Children during peer and self assessment if it is more appropriate. Children must only use pencil. This can be followed by praise added by staff if they wish.

During all lessons the teacher/HLTA/teaching assistant will work together to ensure:



All work is marked with the date (Completed by the children). All work is marked with a learning objective (This can be recorded on a sticker or hand written by children.)

Where appropriate, work may be given a title. This should be written on its own line and underlined.

When appropriate, success criteria. (Recorded on a sticker, or a table or hand written by children at teacher's discretion.)