

Bolsover Infant and Nursery School

Marking Policy



This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed.....November 10th 2014.....

Signed.....

Marking Policy

Rationale

Marking is an essential part of planning, assessment and teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books, but much of Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take them forward. We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

Objectives

At Bolsover Infants and Nursery marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school

- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.

Broad Guidelines

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- There may be times when it is appropriate for a T.A. to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day.
- Care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback.
- The date, title and learning objective (recorded by the children where possible and appropriate.)
- Marking can sometimes be done in the classroom with the child or a group.
- Talking partners - children are encouraged to evaluate their own and other's achievement's against the learning objective, in verbal or written form.
- Self marking - this includes 'smiley faces' and the 'traffic light' system.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

Rewards

These may be in the form of stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers.

The whole school awards system is also used to reward achievement.

Class valuing of work by celebrating and sharing - teachers select children to show good work in the Thursday celebration assembly.

Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work.

Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Giving children feedback

Giving children feedback about their work will show that:

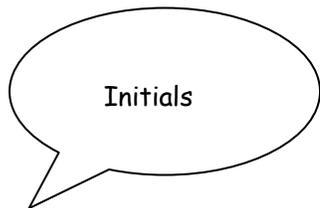
- The teacher/other adults/other children value what they have done.
- Gives them constructive feedback.
- Allows the teacher to assess their work/learning.
- To teach/reinforce specific points to individual children.
- To diagnose needs and provide appropriate support.

There are numerous different ways of giving children feedback on their work:

- Oral feedback by teachers, teaching assistants and peers
- Written feedback (Marking)
- Peer and Self Assessment

Oral Feedback

Oral feedback may be carried out by any adult in class. It is important that all adults understand what is being taught, as well as the session's learning objective and success criteria. Oral feedback from adults needs to be; positive and specific, indicate strengths and development issues, tackle how they might be addressed and how this relates to the learning objective. Adults may need to comment when learning is hard or complicated, stressing that these difficulties are due to new learning and children need to spend some time persevering and this will help the learning take place. Any oral feedback that is given on a piece of work will be indicated as below:



Written Feedback (Marking)

The purpose of marking is to give children feedback on their learning. It needs to be related to the learning that has taken place, as well as how well the learner has succeeded.

Each piece of work that is marked needs to:

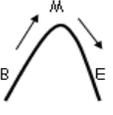
1. Show where the child has been successful (A star )
e.g.  You have wrote your list one underneath the other well done
 fantastic, You have used finger spaces between each word
2. Indicate improvements (I can see...)
e.g. I can see you have tried to use the first sound in each word
I can see you have started your sentence at the beginning of the line
3. Give an improvement suggestion (Reminder, Scaffold or Example) (A wish )
e.g.  Next time try to use full stops at the end of each sentence not each line.
 Next time put the label at the end of the line, not on the Line when labelling a picture

It is also important that learners are given the opportunity to make the improvements suggested. At least one piece of work, in each subject, each week will have written feedback.

Comments about written work:

As a school we have also designed a set of writing targets, which are used for setting targets for children writing across school. However these targets would also form some of the content of the written marking comments, where appropriate, as well as referring to the lesson learning objective. This ensures a standards of writing is reached in all written

work and children are aware of their targets and the need to achieve them in all written work.

	I can hold my pencil correctly.		I can use finger spaces.		I can drag out the sounds when segmenting.
<u>d</u> _____	I can use the first letter in words.	<u>cat</u>	I can spell words I can read.	●	I can use a full stop at the end of a sentence.
name	I can write my own name.		I can tell others what I want to write before writing it.	<u>tall</u>	I can make my tall letters tall and short letters short.
s t c a	I can use clear letter shapes.	Aa	I can show the difference between capitals and lower case.	I	I can use capital letters at the beginning of sentences.
● _____ _____ _____ _____	I can start in the correct place when writing.	<u>Name</u>	I can use capital letters at the beginning of my name.		The sentence I write have all the words in the correct order.
<u>tap</u>	I can sit letters on the line when writing.		I can tell a grown up what I have written.	'WOW'	I can use interesting words in my writing.
	I can use more than one character in my stories.		I can check my story has a beginning, middle and end.	" "	I can use speech marks.
Sp	I can check my spelling look right.	C	I can use connectives to link sentences.	O	I can start my sentence well using openers.

Peer and Self Assessment

Peer and Self Assessment encourages children to become self critical and independent. Children should be paired with peers who are of a similar level to themselves (one level either side of their own). There are many different ways teachers can plan for peer assessment. The plenary session would be a good opportunity for this. Ideas for peer assessment include:

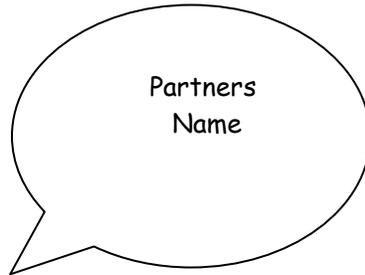
- Underline examples of in your work
- Identify 2 places where you have.....
- Share your ideas / plan etc with your partner
- Think, pair, share
- Swap work with your partner and identify where the learning objective/success criteria has been achieved
- Identify 1 improvement you could make to your work
- Identify which of your targets you or your partner has achieved

Peer Assessment Rules

Each class will need to spend some time setting rules for peer assessment. These may include:

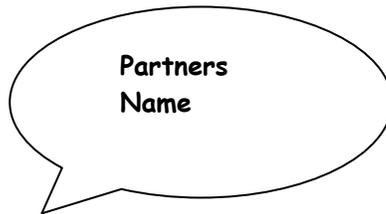
- Be respectful of others' feelings
- Try to be positive - tell your partner 2 positive things and 1 area for improvement
- Only comment on the learning objective being discussed
- Listen to our partner's views openly
- Be fair
- Only discuss other people's work with them

Any work that has undertaken Peer Assessment will be marked as below:



Supported Assessment

Supported Assessment is used to support mixed aged classes and for assessment within a class which supports a wide range of abilities in one group. Children of different abilities are paired together in order to support the assessment and evaluation of the lower ability child, while consolidating learning by the other partner.



Marking Code

- Putting brackets around a word indicates use of wrong word. E.g. (there) with correct word written above or in margin.
- Punctuation will be indicated with a circle.
- Spelling mistakes are to be underlined. The teacher should write the correct version of any word considered to be difficult for the child above the mistake or in the margin.

E.g.

Yesterday, we whent for a long walk in the contriside. **countryside**

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Monitoring, Evaluation and Review

A key aspect of the Assessment Coordinator's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources. For further details see Monitoring, Evaluation and Review Policy.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader or the team co-ordinator. Training may be provided in a number of ways including in school provision and attendance on courses. The subject leader will ensure that staff are aware of training opportunities.

The Role of The Assessment Co-ordinator

- To monitor the implementation of the marking policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff moderate marking across the school.
- To make recommendations for further improvement.

Other Related Documents

- National Curriculum Key Stages 1 and 2
- Assessment, Recording and Reporting Policy
- Teaching and Learning Policy
- Monitoring, Evaluation and Review Policy
- Curriculum Policy
- All other curriculum policies
- Behaviour Policy

Review

This policy will be reviewed annually by the Assessment Coordinator. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.