

Galley Common Infant School Marking Policy

Reasons for marking

At Galley Common School the staff believe that teachers respond to pupils work in order to:

- Identify and monitor pupils' progress: learning objectives are planned, the activity is carried out and an assessment is made.
- Provide appropriate feedback to pupils, recognising pupil achievement and helping the pupil to know the criteria for assessment.
- Take a pupil a step further in his/her learning.
- Involve pupils in reviewing their own work and setting future targets.
- Support a dialogue between pupil and teacher.
- Give encouragement and improve a pupil's confidence and self-esteem.
- Help the interpretation of learning objectives and levels awarded thus informing others, including curriculum team members, when looking at pupils' work.
- Support a dialogue between teacher and parent.

"Regular marking should inform the teacher of a pupil's progress, stimulate dialogue about the work and encourage pupils to improve.

Overall, the purpose of assessment is to improve standards, not merely to measure them."

Ofsted

Marking Procedures

At Galley Common School the staff have agreed to adopt the following procedures:

- All work will be marked and, wherever possible, it will be marked with the child.
- In KS1 staff will use green ink for marking.

English

How much will be corrected?

This will depend on the subject being taught and the focus for the lesson. In written work undertaken during Literacy or extended writing sessions:

Spellings:

- No more than 3 high frequency, or "tricky", words or words with learnt spelling patterns will be acknowledged as incorrect. These will be marked with a line underneath and written at the bottom of the page or in the margin for the child to note. The child will copy the words three times in purple polishing pen during marking response time, as well as locating the word in their work to correct it by writing it above.
- Other spellings will be corrected at the teacher's discretion, or to mediate the writing. The correct spelling will be written above the child's attempt.

Punctuation:

- In the Foundation Stage the staff will focus, where appropriate, on the formation and correct use of upper and lower case letters and the use of full stops.
- KS1 will encourage children to overwrite capitals themselves using a purple pen when they are not written at the beginning of sentences and circle any capitals that are

incorrectly used, for example, in the middle of words. No more than three sentences will be corrected with regard to capital letters and full stops.

- The symbols found in Appendix 1 will be used when marking.

In other curriculum areas, a brief comment may be made on the use of punctuation or spellings but the focus will be based more on the content of the work.

Mathematics

The symbols found in Appendix 1 will be used when marking.

Following input from the class teacher pupils will correct work marked with a dot if time allows.

Written Comments:

All comments will be as positive as possible, stating strengths as well as weaknesses.

- If a comment is written for the child it will be written into a speech or thought bubble - where appropriate it will reflect the learning objective, relate to effort (using a speech bubble) and/or offer a next step (using a thought bubble).
- Next steps and personal targets can be written using symbols
- Information informing staff will be on the same page as the work and will include the following:
 - The learning objective - 'We are learning to' (WALT)
 - The level of support (T/TA/U)
 - The use of apparatus or resources e.g. dienes
 - Date
 - Initialled by the marker if not the class teacher

Verbal Feedback

We encourage staff to mark along with the children and when verbal feedback is given 'vf' will be added to the margin and the feedback given will be written as a symbol or the work underlined.

If the children have not responded to the verbal feedback there must be an opportunity for the children to achieve the verbal feedback given as soon as possible.

All adults will model a cursive handwriting style and ensure that the correct spellings are used when writing in pupils' books.

Where the Learning Objective or intention has been achieved, the child will receive a "Got it" stamp/comment or a tick to show they have completed the learning. Reception will use √√ or a smiley face to show the objective has been achieved.

Marking Response Time

In Reception, the adult will mark with the child and the child will be given the opportunity to respond to feedback at the time.

In Year 1 Marking Response Time (MRT) will begin in term 2, once children have developed the skills to be able to respond more independently to written comments.

In Year 2, Marking Response Time builds up through the year, starting with one opportunity per week (alternating English and maths) moving up to three times a week by the beginning of term 2. This offers opportunities for children to reflect upon their learning and the teacher's comments for the week.

Children have access to a "purple polishing pen" to correct errors and improve upon their work.

In both year groups, when children are working in a guided group with the Teacher or Teaching Assistant, comments written from previous work, especially next step comments, will be referred to at the beginning of the next lesson. This will ensure that children are aware of how they are able to improve their work.

Worksheets:

Staff will mark all work completed on worksheets, correcting inaccuracies and using the necessary symbols to inform others of the learning objective and the level of support required. These comments will be initialled if the work has not been completed with the class teacher.

Special Achievement

For an extra incentive or special achievement the child's name can be written in the Good Work Book and/or a certificate given on a Friday during Golden Book Assembly. Also, well-presented work can be displayed in classrooms on a "Star Handwriting" display.

Implementation

All staff will implement this policy using the areas relevant to their year group.

Monitoring

The marking of pupil's work will be monitored by the Curriculum Teams and the Head Teacher and LMT through termly book trawls. The Curriculum Team will also question children on their understanding of symbols and comments in their books.

Review

This policy will be reviewed in May 2014.

January 2001

Approved by Governors March 2001

Updated February 2002

Updated February 2003

Updated May 2007

Updated November 2011

Updated May 2012

Updated September 2013

Updated October 2014

Updated February 2015

Updated January 2017

Updated and reviewed January 2019

Updated November 2019

Appendix 1 - Marking Symbols

In order for staff to make the most effective use of their time the following symbols will be used by staff when marking work.

| | |
|-------------|---|
| U | Unaided work, no adult support was given |
| TA | Teaching Assistant support |
| T | Teacher support |
| ST/initials | Student support - indicate if PGCE/BTEC etc |
| P | Parent helper support |
| NS | Next step - in order to further learning |
| GW | Guided Writing - The child has worked with a group. A member of staff has modelled a writing task, the child has then completed some writing in the same style. |
| SW | Shared Writing - The child has worked with a group. The group have composed a piece of writing with a member of staff. |
| 'Got it' | The learning objective has been achieved. |
| MC | Mental Calculation |
| EW | Extended writing |
| VF | Verbal Feedback |

The following child friendly symbols can be used throughout the child's work.

✓ Correct answer.

• Look or think again in numeracy.

✓c Corrected.

○ A capital letter has been used incorrectly.

◦ A full stop should have been used.

✓✓ Interesting/Descriptive word (adjective)



Good punctuation / Good idea.

^ A word has been missed out.

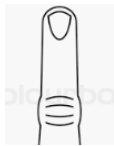
The following child friendly symbols can be used in bubbles at the bottom of the child's work.



Denotes a comment for the child.



Denotes a next step target for the child



Finger spaces



Full stop



Capital letter



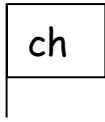
Interesting/Descriptive/Wow/Tricky word



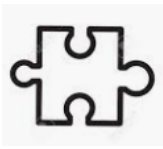
Joins



Neatness/Presentation (does it 'look good?')



Check your writing (makes sense)

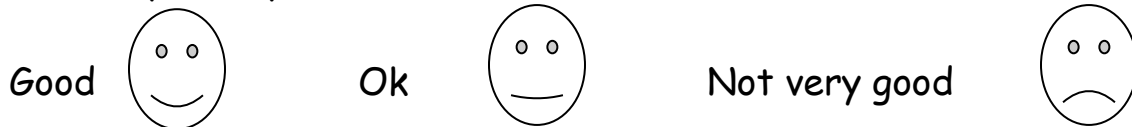


Conjunction

These symbols will be displayed in the classroom so that children are familiar with them.

Self Assessment

The following symbols can be drawn by the children into their books at the end of each lesson based on their own assessment of how they have performed.



Children can use **thumbs up/thumbs down** to quickly self evaluate their performance in carpet time sessions.

Teacher Assessment

The following symbols can be used on class assessment sheets and evaluations



