



FULMER INFANT SCHOOL

MARKING POLICY

Introduction

At Fulmer Infant School, we believe that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written or verbal) makes tracking of learning objectives for children on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring children are aware of their progress and how they can improve.

Aim

To raise the achievement and self-esteem of children by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.

Principles

Teachers spend a large proportion of their time marking and assessing children's work. This time will be spent most effectively when the following principles are applied:

- It provides opportunities for prompt and regular written or spoken dialogue with the child
- Teachers/support staff and children are clear about the learning objectives of a task and the criteria for success and that the marking is directly related to the success criteria
- Teachers provide constructive suggestions about ways in which the child might improve his/her work and discrete time for the children to respond to this marking
- As appropriate, teachers agree the next steps with the child, when targets have been achieved with individual children.

Child Centred Principles

- Children self-correct with a 'x' by their error
- Children are given opportunities to self-assess individually, in pairs or in groups as appropriate
- Children are encouraged to act upon the feedback given.

Teacher Centred Principles

- Teachers are selective in the aspects about which they choose to comment
- Teachers comment on positive aspects of the assignment

- Teachers recognise effort as well as quality
- Teachers use the information gained together with other information, to adjust future teaching and learning strategies.

School Centred Principles

- School practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school
- The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy.

Purposes

Effective marking should:

- Focus on the task/ success criteria and be given on all pieces of work
- Should provide the teacher with a lesson evaluation
- Confirm that the child is on the right track and suggest areas for improvement.
- Give children time to act upon the feedback given by the teacher;
- Help set the next piece of work
- Provide a record of a child's progress
- Help parents understand strengths and areas for improvement in their child's work.

Planning

Planning for marking should include:

- Clear learning objectives and outcomes that indicate the children have achieved the objectives
- Criteria, shared with the children, about how their work will be marked
- Awareness of individual pupil targets, including support plans and EEPs.

Motivating Children

Teachers should use a mix of strategies to motivate and encourage children's enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work
- Positive acknowledgement of correct work
- Encouraging comments on areas for development.

Differentiation

Teachers should employ differentiation of feedback in a manageable way and at the same time ensure that children know how they can move forward. This can be achieved by modifying the comments to suit the age and ability of the children (if appropriate using codes).

Marking for Learning

When feedback and marking for learning is used:

- A diagnostic or developmental comment is given
- Feedback is given as an integral part of classroom practice
- Inform the short term planning cycle
- Inform teachers about the progress of children
- Inform children how well they are doing and what they need to do to improve
- Provide information for other adults.

Implementation

- Adults should mark in green
- Marking may be in the way of symbols that a younger child can understand (see attached codes)
- Children are encouraged to use “traffic lights” and “thumbs” to demonstrate self-assessment
- Written comments on a piece of work may be for the teachers records.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Assessment Co-ordinator:

- The whole staff teaching will share in work sampling, in core and appropriate non-core subjects
- The Assessment Co-ordinator will oversee the above process and produce an action plan prioritising any changes and subject co-ordinators will note implications.

Relevant Policies

Teaching and learning

Inclusion

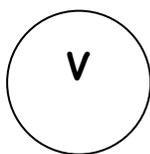
Equal opportunities

Early Years Foundation Stage Policy

Subject Policies

Assessment, Recording and Reporting

Marking Symbols



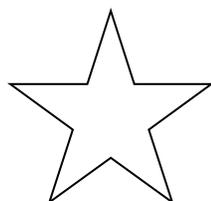
Verbal feedback – this may be recorded or purely spoken. It may be from adult to child or vice versa.

CM
BY
CMcB
SMK
JW
LP

Initials to show that work has been marked and by whom (when not by class teacher)



Recognition of effort



Exceptional work

- **sp** – above the spelling error. Spellings to be corrected at the teacher's discretion, the school encourages the children to 'have a go', so too many corrections may discourage this policy.
- **O** – incorrect full stops and capital letters are circled
- **^** - marks an omission
- **A wiggly line** is used under a sentence which doesn't make sense
- **X** – children self-correct with a cross

Success criteria are shared with the children for all tasks and children are encouraged to self-assess against these both formally and informally through discussion. Success criteria will sometimes be added to a piece of work. These will be discussed with the children prior to the task being carried out.