Marking Policy - June 2018

At Birches Green Infant School, we believe that marking is an essential part of planning, assessment, learning and teaching. Through Deep Quality Marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Children responding to marking, through our Growth Mind-set approach, enables pupil ownership of their own learning.

Purpose
We believe that the purposes of marking are:
• To inform planning
• To provide information of children's depth of knowledge for tracking assessment
• To promote progress.
• To encourage, motivate, support and promote positive attitudes
• To provide constructive feedback
• To recognise achievement, presentation and effort
• To show pupils that we value their work
• To promote higher standards
• To correct errors and address misconceptions
• To foster positive dialogue between pupils and teachers
• To allow pupils to reflect on their performance and to set new targets together with the teacher.

Key Principles
Marking should:
• be constructive
• be related to needs, attainment and ability
• be related to specific learning objectives; success criteria and/or curricular targets which the pupil should know in advance
• where possible, be accompanied by verbal comments
• follow consistent practice throughout the school
• ensure that pupils know how well they are doing and what they need to improve to make further progress
• provide pupils with opportunities to assess their own work (Traffic Lights) and that of others (2 stars and a wish)
• provide pupils with opportunities to RIP marking comments by: responding to (R); reading and initialling written feedback (I) and/or; practising their understanding through Gap Tasks (P).

**Guidelines for marking**

**When to mark**
• Marking should be done during lessons (Hot Marking), or as soon as possible after the completion of the task and always before the next teaching session of that subject.
• Subjects only taught once a week, are Deep Quality Marked for each pupil.

**What to mark**
• Every child in KS1 should have at least one piece of English and Maths which is Deep Quality Marked each week.

**How to Deep Quality Mark**
• Deep Quality marking should acknowledge children’s achievements and either identify the next steps through a challenge; questioning or identify errors and model task correctly. (This may need to be shared orally with the children and children given time to respond) • Marking should inform the child of the progress they are making and targets they need to work towards.
• Marking should be done using neat and legible writing in line with the whole school 'letter-join' approach.

**Effective feedback**
Anonymised children’s work (correct or incorrect) is used for teaching points to whole class.

**Pupil marking**
- Children self-assess their own work (using traffic light coloured pencils), or peer assess another child’s work (on post-it notes). The teacher will review this marking.
- Erasers are used with caution. When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. Purple, polishing pens are used by children to improve their own work.

**Teaching Assistants**
TAs should mark work produced by their group of pupils and ideally done within the session and oral feedback given to children as appropriate. They should then inform the teacher of the progress and misconceptions from that piece of work.

**In conclusion**
In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children ‘can do’ and identifying clearly ‘next steps’ for their continued progress and improvement.
Success Criteria
We know our policy is working if:
• There is evidence that work is being marked regularly
• Marking informs future planning
• Pupils have completed gap tasks, at least once a week or where appropriate
• Accelerated progress is seen in books and through Target Tracker data

Monitoring
We will ensure that these guidelines are being used consistently throughout the school by carrying out Book Scrutiny. This will be the responsibility of the School Leadership Team when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing Board will monitor the implementation of the policy.

Specific Details on Year Groups
We accept that written marking of work has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school but the details below will guide teachers in specific year groups as to any particular applications for pupils within their area.

Early Years Foundation Stage

Due to independent learning through continuous provision next steps/challenges are given to individual children regularly throughout the sessions. This feedback is then also recorded in the form of observations or through marking of more formal pieces of work. Observations and marking will both show the child’s achievement and their next steps for learning.

On all pieces of work, it is indicated through a table how much support the child has received to complete the work.

Key Stage 1

• In Year 1 and Year 2 work is often marked and discussed with the child present.
• A “T” is used to highlight explanation given by the teacher alongside marking.
• A “Think Pink” arrow and comment are used to highlight next steps/challenge tasks. “Great Green” comments praise specific achievement.
A blue pen is used to scribe what the child has written and is used to show which spelling of a word needs practising.

In KS1, up to three spelling errors will be identified in a piece of work. Pupils will write out this spelling three times at the bottom of their work.

Praise stickers are used to visually show pupils that their work is of a good standard.

This Policy will be reviewed on a bi-annual basis.

Policy reviewed by Governors  June 2018
Next review due  June 2020

Signed..................................................  Chair of Governors  Dated...........................................

Signed..................................................  Head Teacher  Dated...........................................