

Onslow Infant School

Marking Policy

This policy should be read alongside the Assessment Policy and Reporting Children's Achievements Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Policy Review

This Policy was adopted Autumn 2023
The Policy will be reviewed in Autumn 2027

Rationale

The aim of this policy is to ensure that everyone understands the purpose and value of marking children's work at Onslow Infant School. This marking policy will apply in all phases of the school and across all areas of the curriculum. However, in Early Years, marking will be introduced at a time relevant to the children's progress. (See Appendix 1)

At this school, children's work will be marked regularly and consistently, i.e. marked before the next lesson. ~~Work in their 'proud books' is not expected to be marked.~~

Teachers will select items/areas of learning across the curriculum to be uploaded to their Tapestry learning portfolio.

Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible and appropriate.

Marking will be linked to learning objectives and success criteria. These will have been clearly identified in planning and shared with the children during the lesson. Learning objectives will be at the top of **most pieces of** work in KS1.

Time will be built in during lessons to reflect and respond to marking.

This policy should be read alongside the Assessment Policy

The purpose of marking children's work is to:-

- Value and acknowledge children's achievements and effort and motivate future learning.
- Build and extend their knowledge and skills.
- Assess their achievements and understanding.
- Identify areas for development and help set targets to work on.
- Provide information about strategies used and level of independence in completing the activity.
- Provide information about the child's achievements for the child's teachers, teaching assistants, parents and any other appropriate professionals involved with the child.
- To help children to understand their own achievements.

Marking practices must be applied consistently:

- Marking will, whenever possible, take place with the child either at the end or during the piece of work and so provide instant feedback. It can be verbal or written.
- Comments should be constructive and specific and help the child move on.
- Marking should build the child's confidence and self-esteem.
- Symbols, stickers and stamps **may** be used to celebrate achievement and effort.
- In maths a dot, using green pen, will be used to denote an error and a box or line may be given for a second attempt.

- All children should know what to do with finished work.
- Comments will usually relate to the objective of the piece of work **or the skills they are working on.**
- Children will be encouraged to evaluate their own or peer's work using appropriate strategies for their stage of development.
- **In literacy, marking symbols will often link to the child's individual target pencil/train which details their next steps.**
- **Not every piece of writing will be deep marked. Teachers may choose to use whole class marking strategies for certain lessons each week. Where whole class marking is used, the marking sheet will be kept in the class assessment folder and the teacher will initial the bottom of the page with CT.**

'Tickled Pink and Green for Growth'

Teachers use **pink** highlighters/pens to show where objectives are met or exceeded; **green** highlighters/pen to indicate where children can improve or extend their work.

Pink **must** outweigh green.

Children will address the green marking and edit their work by using a purple polishing pen, **either immediately or** in the next teaching session:

- In writing, children may either improve a sentence including editing (in purple), or respond verbally. This can then be marked with a pink pen by a teacher or teaching assistant.
- In Maths, pink can be used to show good processes as well as correct answers. Green can be used to highlight an area to try again on or, if all calculations and processes are correct, can be a challenge question.

~~If the pink/green comment made by the teacher doesn't require a response then the child should initial the work to show the comment has been read and /or discussed with an adult.~~

Teachers will pay attention to phonics and spelling patterns in English work. The marking will address misspellings. They will be underlined with a green line and written in green at the bottom. Children can then copy out the spellings using Look, Say, Cover, Write, Check method. **Where appropriate, they may be asked to apply it by writing a sentence.**

Success Criteria will be attached to the child's piece of work. There **may** be three success criteria written in black ink against bullet points. These can then be highlighted in pink if achieved and green if not achieved.

~~The following abbreviations will be used across Key Stage 1 for consistency:~~

~~I ——— Worked independently.~~


~~CT ——— Worked with the Class Teacher in a group.~~


~~TA ——— Worked with a Teaching Assistant in a group.~~

~~1:6 / 1:1 ——— The ratio of adult support to children in the group.~~

~~vf or VF ——— Most useful to see the impact on learning if 'vf' is marked at the point that support or feedback is given.~~

~~A. ——— Capital letter & full stop~~

 Finger space

 Full stop

// New line

~~Year 1 continue to use the EYFS symbols (see Appendix 1) during the Autumn Term.~~

Roles and Responsibilities

Governors

- To ensure that the school shares, implements and monitors this policy
- To ensure that the policy is reviewed at least every 3 years

The Headteacher /Deputy Headteacher

- To ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning
- To provide feedback to Governors on the effectiveness of this policy

Subject Leaders

- To ensure the effective implementation of this policy
- To regularly monitor the implementation and effectiveness of this policy and feedback to SLT

Teachers and Teaching Assistants

- To implement this policy and follow the identified guidelines
- To ensure that children's work is marked appropriately, positively and within appropriate timescales


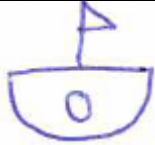
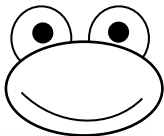

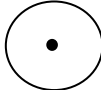
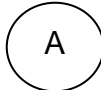
APPENDIX 1 EYFS Marking Policy

Literacy and maths work will be annotated in line with the whole school marking policy using the symbols in Appendix 2.

Class teachers will select examples of the children's self-initiated literacy and maths to put in their literacy and maths folders. All EYFS staff will upload evidence of other independent work onto each child's Tapestry learning portfolio. An adult comment may be written for each piece of work in the literacy and maths folders to support teacher assessment. A comment may be added to independent work if needed.

Writing Marking:

When the children have been introduced to their next step targets for writing and are given verbal feedback in writing, the following pictorial symbols will be used. One drawn in pink will indicate what they have achieved and one in green will indicate their next step (where necessary from the summer term).

	Pencil Grip
	Writing direction / on the line
	Segmenting
	Spaces
	Full stops
	Capital Letters

APPENDIX 2 KS1 Marking Policy

Literacy and maths will be annotated in line with the whole school marking policy using the following symbols:

I Worked independently

CT Worked with the class teacher

TA Worked with the TA

ST Worked with a supply teacher or student teacher




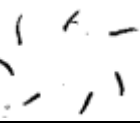

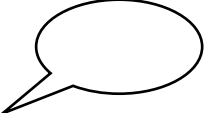
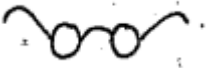
1:6 / 1:1 The ratio of adult support to children in a group

VF Marked at the point at which verbal feedback was given.

Writing marking symbols:

In addition to the writing symbols introduced in EYFS, KS1 use the following pictorial symbols alongside verbal feedback.

The symbols are drawn in either pink or green to show what they have achieved (pink) and what their next steps are (green).

	capital letter after a full stop
	correct grapheme to spell (Vinny the Vole)
	Join letters
	Include Wow words
	Use connectives (target connective included inside the jigsaw piece)
	Say the sentence
	Look again