Wootton Bassett Infants' School

Marking Policy - EYFS/KS1

Introduction

This document is a statement of the aims, principles and strategies for effective marking at Wootton Bassett Infants' School – **it will be implemented by all staff to ensure continuity and to ensure that professional standards are applied throughout the school.**

Marking and Feedback

Marking and feedback play a central role in developing and securing children's knowledge and understanding or improve their performance.

At Wootton Bassett Infant School, our overall aim is to foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum which places a strong emphasis on developing self-esteem. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

Our policy for marking supports this by:

- Promoting high standards and positive attitudes to learning.
- Recognising that marking is an integral part of assessing the impact of teaching on progress and attainment.
- Ensuring that marking is purposeful with the aim of moving learning forward and closing gaps through the use of constructive feedback.
- Ensuring a consistent approach to marking throughout the school in terms of frequency, use of codes to indicate support and strategies for offering opportunities for children to practise their skills.
- Valuing work and giving encouragement, recognition and praise for achievement.
- Providing assessment information and informing future planning.
- Enabling children to evaluate their own work and that of their peers.
- Providing ongoing opportunities for self-assessment and setting new targets together with the teacher.
- Teaching children to recognise their strengths and to have a positive attitude to tackling challenging tasks and learning from mistakes.
- Encouraging children to accept help/guidance from others.

When marking children's work, we aim to:

- Acknowledge each piece of work.
- Undertake it as quickly as practicable, where possible with the child.
- Involve other adults within the classroom as appropriate.

• Be selective and relate to specific learning objectives, targets and success criteria known to the children in advance.
• Take account of individual ability and effort.
• Be constructive, suggesting ways for the child to re-shape or improve their work or suggesting an alternative strategy to try on the next occasion, e.g., 'Now try this one…'
• Support the child's learning and not overwhelm or discourage them with too many corrections.
• Be consistent across the curriculum, so that a spelling that would be appropriate to correct or model in English work would also be corrected in a piece of recorded science

- make children feel proud of their achievements and give incentives.
- encourage good working habits e.g. use of ruler, titles.
- discourage rushed or poor-quality work.

These aims are to be kept in mind whenever marking takes place.
This policy supports Wootton Bassett Infants' Schools Teaching and Learning Policy and should be read in conjunction with this.

Marking and Feedback should:

- be manageable for teachers and accessible for children;
- relate to the learning objective
- improve adult intervention in the classroom.
- give recognition and praise for achievement and clear strategies for improvement.
- allow specific time for children to reflect on and respond to marking.
- respond to individual learning needs, e.g. marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- ultimately be seen by children as a positive approach to improving their learning.

How do we mark children's work?

- Every piece of work will have a learning objective (e.g. as a sticker)

  EYFS -I am learning

  Key Stage 1 – Today we are learning

  Work will be annotated according to the amount of support received:

- I = independent
- S = supported (T) or (TA)
- VF= verbal feedback

Verbal Feedback

The adult will initially talk to the child about how they have met the learning objective or success criteria and then question the child about a specific part of the work. This

may be to correct a child's understanding or to extend the child's learning. **All verbal feedback will be marked on the piece of work** by the teacher using (VF).

How do children evaluate their own learning?

For Year 1 and 2 at the end of maths, English and science lessons, children may be asked to self-assess their learning by using a traffic light system. **Self-assessment is evidenced by pupils colouring next to the learning objective in the appropriate traffic light colour. This will be introduced in Year 1 when the children are ready although they will be expected to do this by Term 5.**
In year 2 teachers may also use the success criteria or a check list against which children can evaluate their learning, both during the lesson and at the end of a completed piece of work. This is particularly used for some extended pieces of writing.

- Children in KS1 add a self- assessment- 

  to show their confidence

Written Feedback

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. All written feedback will be done using the same colours across the school.

Brilliant Blue/ Green for growth:

- Tick correct responses/ good examples in blue.
- Underline any incorrect/ taught concepts/ spellings etc in green.

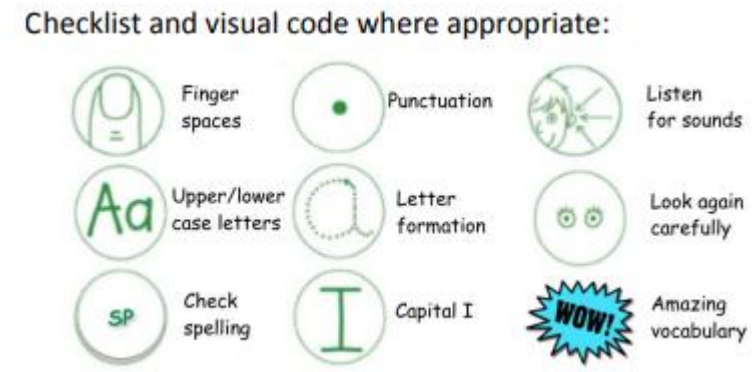
In KS1 the children will be encouraged to edit their own work using purple polishing pencils/ pens.

On the Learning objective

- ✔✔ the learning objective has been met confidently
- ✔ learning objective has been met but more input is needed
- ● struggled and needs intervention

Next Steps

A stamp system in 'green for growth' identifies in pictorial form what the children need to work on. These symbols are reinforced on the working walls and in the classrooms.



Whole class feedback

Teachers may sometimes present a piece of work from an unnamed child or a prepared WAGOLL ('what a good one looks like') on the interactive whiteboard using visualisers. This enables the teacher to model the marking and assessment process and to make particular teaching points at the same time. During phonics lessons, the children are encouraged to 'tick or fix' their whiteboard writing having been shown the correct spelling or written sentence.

What about correcting spelling, punctuation and grammar?

In EYFS and Year 1, children sit with a teacher and mark/edit their work together until the teacher feels it is appropriate for them to edit by themselves. This will be edited in pencil. Once in Year 2, children further develop their editing skills and move towards editing in pairs or by themselves using purple polishing pens. Editing skills are refined through the year before introducing the pens and the frequency of this is at the teacher's discretion.

Not all spelling, punctuation and grammar errors are marked in every piece of writing, but they will be noted as future teaching points. However, where punctuation, grammar or spelling is inhibiting fluency and clarity, then children will receive feedback about their mistakes and will correct with the teacher.
Children are given feedback about the elements of spelling, punctuation and grammar that the teacher has identified as a focus or that are a current curricular target. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions.

How will this policy be monitored and evaluated?

Wootton Bassett Infants' staff and subject leaders will monitor books and talk to children about their work. Feedback will be given to staff and support provided where necessary.