

Glendale Infant School

Marking Policy

Rationale

At Glendale Infant School we believe that all 'marking' should be done in such a way that it is likely to improve pupil's learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment. For the purpose of this policy the term 'marking' may include discussion or verbal feedback with the pupils, correcting or annotating the pupil's recorded work. As a result of this policy there will be consistency in the way that pupil's recorded work is marked across the school. This consistency will be monitored during any learning scrutiny carried out by subject leaders and the Senior Leadership Team.

Aims

- to raise self-esteem and motivation
- to inform staff or other adults of a pupil's progress and needs for future planning
- to recognise achievement by demonstrating the value of a pupil's work
- to provide feedback about current work leading to further improvements
- to allow for self-assessment where the pupil can recognise their difficulties and mistakes and encourage them to accept help or guidance from others
- to measure progress and to inform the setting of future targets
- to encourage perseverance and high expectation

Guidelines

The following procedures for correcting and improving pupil's work should be implemented by all staff.

- staff should share the objective WALT (We Are Learning To) and WILF (What I'm Looking For) set in order to put the marking into context
- where possible the marking should be done with the pupil, if not possible some verbal feedback will be given
- all recorded learning will be acknowledged with at least a tick and the adult's initials
- feedback should take place whilst the task is being undertaken or as soon as possible afterwards
- pupils are generally not allowed to use rubbers, staff should not rub out a child's work without the permission of the child
- as pupils progress they should be encouraged to read through and check their own work, later they will be expected to self-correct and redraft
- marking should be a positive experience for the pupil
- marking prompts will be displayed on the wall of every classroom and in books and explained frequently to the pupils so that they understand the meaning of annotations
- appropriate corrections selected eg. letter or number formation, spelling or calculation errors
- marking should be in any colour other than red or purple (or another colour than that which the child has used)

Marking codes

See Appendix 1

Self-Assessment/Peer Assessment

- children should be encouraged to use self-assessment/peer assessment, looking for success measured against criteria and suggesting improvements
- children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem
- feedback/peer assessment can be oral or written according to the ability of the child
- children should be encouraged to give an improvement suggestion
- children should be given time and opportunity to act upon suggestions
- the quality of the improvement suggestions and of the peer assessment should be monitored by the teacher
- children will make corrections/revisions and any self-marking in purple pen

The marking policy and guidelines within it encourage the practice of inclusion for all.

Policy reviewed and amended November 2022

L. Hopkins

General Marking Codes

H = help

PM = peer marking

G = Group work

PS = Peer support

In = independent



= Self-marking

1:1 = one to one

CD = class discussion

→ /TK = talked about (followed by the annotation)

Marking Codes –Maths Equipment

C = cubes/counters

D = dienes

5 F = 5 Frame

10F = 10 Frame

N = Numicon

NL = number line

100

 hundred square

Marking Codes –English

CL = capital letter

● = full stop

FS = finger space