



St. John's Church of England Infant and Nursery School



Marking Policy

This policy should be read in conjunction with the Teaching and learning policy

Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:
Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Marking Policy	
Written by:	Laura Jablowski
Date:	April 2015
Approved by:	Personnel Committee
Date:	May 2015
Review frequency:	Every three years
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

1. INTRODUCTION

At St. John's school, we believe that effective assessment provides information to improve the teaching and learning in our school. We use our assessment to inform future planning and to provide tasks which accurately match the needs and abilities of each child. An essential feature of effective assessment is a school policy for regular, consistent and informative marking strategies.

2. AIMS AND OBJECTIVES

The teachers will endeavour

- ◆ To mark work regularly and, wherever possible, alongside the child.
- ◆ To ensure that marking is done with reference to a consistent approach throughout the school
- ◆ To give our children regular feedback on their learning so they understand what it is they need to do to improve their work
- ◆ To make sure that marking is part of the ongoing assessment procedures throughout the school
- ◆ To help children be aware of their own strengths and weaknesses and to develop good working habits for the future
- ◆ To provide a context where good work is recognised and targets set for future improvements
- ◆ To ensure children are aware of the learning objectives for each task they undertake and are encouraged to evaluate their success in attempting to achieve those objectives

GENERAL PRINCIPLES FOR MARKING IN ALL CURRICULUM AREAS

See Appendix 1

The teachers will endeavour to

- ◆ Ensure children are aware of the learning objective for each set task and, wherever possible, display it on their work and on display in the classroom
- ◆ Provide success criteria for children to be able to achieve task
- ◆ Maintain a high expectation of completion of set tasks and presentation

- ◆ Encourage correct letter formation, line orientation, use of margins and (in Years 1&2) a joined style.
- ◆ Pick up on key words, simple spelling mistakes (SP) and common errors (ie: was/saw) and ask for practiced repetitions of the correct form (ie: please write said _____)
- ◆ Ensure that all work is dated, either by teacher or pupil.
- ◆ In Year 2, where appropriate, each piece of work should have an underlined heading
- ◆ Encourage appropriate levels of punctuation and pick up on common grammatical errors (ie: tenses, plurals)
- ◆ Indicate on work where support has been given or, if unusual, a child has worked independently, worked slowly or carelessly, shown difficulties etc
- ◆ Comment on, and reward appropriately, good work and effort, noticeable improvement etc
- ◆ Encourage children to self-evaluate their efforts against the learning objective and/or success criteria (traffic lights) or include a teacher assessment on their efforts
- ◆ Set simple and attainable targets for future improvement. Next steps (NS) should be identified and fed back to pupils as individuals, groups or whole classes, either verbally (VF) or in brief written form.
- ◆ In Year 2, each lesson should commence with children checking on last piece of marked work for new targets.

NUMERACY

In addition to the above points, when marking mathematical recording and computation:

- ◆ Point out and correct all reversals. Ask child to write the correct form on the same page (please write 3 _____)
- ◆ When marking computation, circle incorrect answers ($2+2=5$)
- ◆ Children should generally not be allowed to use rubbers for work in numeracy, but, if corrected by the child, indicate with self-corrected (SC) ($2+2=5$ 4 SC).
- ◆ Where appropriate encourage the children to show their working out.
- ◆ From Year 1 children should begin to record computation for example, on large squared paper. In Year 2 progress to smaller squares.

For all other areas of the curriculum please refer to relevant policies.

5. TARGET SETTING

Targets are set in Literacy and Numeracy to provide specific, challenging and achievable goals to improve future work and raise standards. Targets may also be set on an individual basis with the child and recorded against the work. Targets should be simple, attainable and given with reference to recent teaching. There may be occasional opportunities to address common mistakes as class lessons and display reminders in the classroom (Remember: 'I' is always a capital!)

When a child demonstrates achieving a set target, this should be recognised and appropriately praised and rewarded.

6. MONITORING AND REVIEW

The assessment coordinator is responsible for monitoring the implementation of this policy. Whole staff work sampling will be arranged periodically to inform how the policy is embedded. The Senior Management team will repeat this exercise after Pupil progress meetings each term to ensure the policy continues to be implemented.

Appendix 1

Code	What does it mean?	Explanation		
	All comments are written in green			
VF	Verbal feedback	Example VF- Speech Marks		
SP	Spelling	Children should then write their spelling 5 times		
^	Look again or missed out	To be used when children miss out a word or it does not make sense		
Ind	Independent learning			
SC	Self-corrected	(2+2= 5 4 SC).		
CT	Marked by Class teacher and initial			
LSA	Marked by Class teacher and initial			
S	Supply Teacher and initial			
Additionally				
NS	Next Step marking	Class teachers and LSA will give next steps to children they are supporting in a group and additionally other children in a session when appropriate		
			Child self assessment traffic light signal	Children to use colours to signal their understanding of a task.
			Class teacher will share their views using the traffic light signal	Teachers will respond using the same symbols and initials
The delighted teacher jumped up and down with excitement.			One example of where the learning objective is achieved should be highlighted in the children's work.	

This visual is displayed in all classrooms in poster form and all children will have access to a copy.