



Springfield  
Infant School

## **SPRINGFIELD INFANT SCHOOL**

*Springfield is a Rights Respecting School.*

### **MARKING POLICY**

#### **Article 28**

Children have the right to learn and go to school.

#### **Article 29**

Children have the right to become the best that they can be.

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## **AIMS**

Our aims in marking work are:

- To be positive and encouraging;
- To mark pupils' work against the planned learning objectives and success criteria.
- To enable children to recognise what the 'mark' means, so that they can act on it;
- To use the marking procedure as part of the assessment for learning process.

## **OBJECTIVES**

### **1. Why do we mark children's work?**

- To value the children's work;
- To assess the work (formative/summative);
- To encourage and give constructive feedback;
- To teach/reinforce specific points for an individual pupil;
- To diagnose needs and provide appropriate support.

### **2. How do we mark work?**

- Learning objectives and success criteria (I can statement) for the lesson and dates will be stuck into the children's Maths, Literacy and if appropriate topic books.
- The *success criteria* will be highlighted at the end of the lesson to show the child's level of understanding.
  - Pink (*tickled pink*) - The success criteria has been achieved.
  - Green (*green for growth*) – The success criteria has not been met, more work needs to be done to achieve this.
- Written and oral comments should be positive, constructive and helpful.
- TAs and LSAs should mark the work of the children that they have worked with and initial the work.
- In EYFS, focus work will have the date and lesson objective and the I can statement is highlighted in pink only.

### **3. Who do we mark work for?**

- The individual pupil;
- To provide information for the teacher;
- To provide information for other teachers and parents.

### **4. When should we mark children's work?**

- When work is in progress.
- As soon as it is completed.
- As soon as possible with the pupil at a later date.
- With longer pieces of work – return work and allow pupils to read and act upon the comments.
- A piece of work should be marked in detail by the class teacher once a week. (If a class has two part time teachers, both teachers should mark in detail once a week.)

## 5. What should be marked?

- Before the task is set, the teacher, TA, LSA and pupil should know the purpose and expectation.
- Work should be marked against the lesson's success criteria.

### Note

- Incorrect letter formation will be corrected in line with schools drive to improve handwriting;
- If the planned learning objective is to focus on something other than spelling, incorrect spellings will still be corrected depending upon the child's stage of development by underlining the error in a green dotted line.
- Time should be given for children to respond to the marking.

## **STAFF RESPONSIBILITY**

In order to manage marking effectively staff need to ask three questions when planning children's learning effectively:

- What is to be taught?
  - What is to be learned?
  - How will we know that it has been learnt?
- Decide what is to be marked (re-assessment – is it for summative or formative purposes?).
  - Ensure that it is focused on finding out what has been learnt i.e. knowledge, understanding, skills and attitudes.
  - Ensure pupils know what is being marked and are given effective feedback.
  - Pupils can act on the marking given and the feedback offered on how to improve e.g. as an individual target(s) for achievement to be addressed at home and/or at school.

## **BEST PRACTICE IN MARKING IS:**

- When the pupils' work is marked against the planned learning objective.
- When the pupils clearly understand what they are required to do.
- When pupils are given the opportunity to self and peer assess.
- When pupil's self-assess their work with a 'smiley face' to show how they feel about their work.
- When the pupils clearly recognise what the marking means and can act on it.
- When time is allocated for pupil's to read their marked work and act upon it, i.e. edit and improve. (Year 2 pupils will use a purple editing pen.)
- When the teacher uses the marking procedure as part of the assessment for learning process.
- Positive and constructive.

**Marking will be done using a black or blue pen, but red pen will not be used.**

### Note:

- Do not forget 'verbal marking'. Teachers will use a verbal feedback stamp to show this.
- Stamps will be used to show the following in years 1 and 2:

- a. Independent work
- b. Adult assisted work

## **Resources**

- Pink and green highlighter pens (for staff)
- Purple editing pens (for pupils)
- Verbal feedback stamps.

**Updated September 2017**

