



Dorothy Barley Infant School

Assessment & Marking Policy

This policy was reviewed on:

Date: November 2019

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Policy will be reviewed on: November 2021

This policy was ratified/reviewed by Governors on:

Date: November 2019

Frequency of review: Every 2 year(s)

Note: This document uses the most current Government information and guidance at the time of writing. It may change according to Government policy.

Dorothy Barley Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Dorothy Barley Infant School.

Rationale

Dorothy Barley Infant School is committed to providing relevant and timely feedback to children, both orally and in writing. Marking intends to serve the purposes of valuing children' learning, helping to diagnose areas for development or next steps and evaluating how well it has been understood. Marking should be a process of creating a dialogue with the child, through which feedback can be exchanged and questions asked; the child is actively involved in the process.

What is marking and feedback?

A distinction can be made between marking and feedback, but quality is the most important factor. For the purpose of this document, marking tends to refer to written comments, whilst feedback is usually given verbally, yet the two are often inseparable.

Marking is the tool teachers use daily to find out what children have done, and where they need to go next. There are two main reasons for marking: to give a written assessment record and to provide comments about the quality of children's work and how they can do better next time.

Marking is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work.

The school policy guidance is that teachers should mark pupils books regularly however they should aim to formally mark 3 – 4 pieces of work every half term.

At Dorothy Barley Infant School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking Effective marking

should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement

- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (Appendix 1.1) to correct errors that go beyond the learning objective
- Acknowledge pupil absence – If a child is absent, record this on the page of the child's book where the work should have been e.g. *Absent 14/01/09*.
- State if a child joins the lesson late or leaves early, write a comment under the piece of work e.g. *'Left early – medical appointment'* *'Arrived late'*.

Procedures for marking

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.

Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

Sometimes a teacher or TA may need to talk to the pupil about their work. This may be in order to correct a misunderstanding, ascertain how they are doing or to discuss how the work may be improved. It is particularly appropriate with younger, less able or less confident children.

This can be noted by the annotation V and a brief statement about what was discussed.

A written example might be:

- *V: discussed where to put full stops.*
- *V: how to choose more effective adjectives.*
- *V: how to count on in tens*
- Children' verbal responses can also be summarised where relevant.

A note of the verbal feedback given should be written in the child's book accompanied by the appropriate marking code symbol (*Appendix 1.1*) in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Quality Feedback Comments

Personalised comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. The school has uses a bespoke template that is used across years 1 and 2 (*Appendix 1.1*). The first comment should be positive. This work is good because.... The

second focused comment should help the child in “closing the gap” between what they have achieved and what they could have achieved. This would be even better if...

Useful “Closing the Gap” comments could be:

This would be even better if....

*...you used the conjunction **and** to write a longer sentence.*

...you used some adjectives to describe the monster.

...you gave some reasons why the fire spread so quickly ...you used an exclamation mark (!) for exciting sentences.

...you added the biggest numbers first.

Time is then given for the child to respond to the written prompt, thus enabling them to ‘close/ bridge the gap’ and improve their work further.

3. Summative marking

Sometimes lessons require some summative marking. This usually consists of ticks and crosses and is generally used of closed tasks where the answer is either right or wrong. E.g. in maths sums. This may also apply to word level or sentence level work. As above, the teacher must also-

- *Note examples of where the Learning objective has been met.*
- *Identify an aspect where the work could be improved.*
- *Provide a focused comment about the next step(s) required for improvement.*

Marking in Nursery and Reception

The Nursery and Reception classes will use a simplified version of the Marking Policy. A greater degree of verbal feedback will be given to each child at the time of the activity and written comments will be used as appropriate to the activity.

When children in the Early Years Foundation Stage record work during teacher focussed activities, it must be marked.

Monitoring

Marking and Feedback will be monitored monthly by the Senior leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.



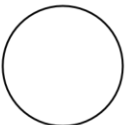
Assessment

Half-termly assessments will take place for both years 1 & 2 of which some may be teacher assessments. Teachers will administer the agreed test for use each term and all marks will be recorded in teacher planners and in the school management system (Integris). Assessment will be used to inform future planning and target setting.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.





Marking Code

SYMBOL	MEANING
✓	Correct work
X	Incorrect work
	Learning objective achieved
S	Supported
I	Independent work
Sp (in margin)	Spelling error (<i>Practise 3 times</i>)
^	Missing word; children to insert missing word as part of pupil response.
	Even better if... Teacher to identify a clear target for improvement.
V	Verbal feedback and response. Teacher to annotate.
	Missing punctuation Identify what the missing mark is and write it in the circle.
Don't forget...	Teacher to tick 1-2 reminders in the marking box.





IN ORDER FOR THE MARKING CODE TO BE EFFECTIVE TEACHERS **MUST CHECK BACK** ON THE FEEDBACK TO ENSURE THE CHILD HAS READ IT AND RESPONDED, TEACHERS INITIALS SHOULD BE APPLIED IN ALL CASES.

Stamp used for marking across years 1 & 2

Literacy / Writing

 <p>This work is good because:</p>	<p>Don't forget:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write on the line <input type="checkbox"/> Use full stops <input type="checkbox"/> Use capital letters <input type="checkbox"/> Use finger spaces <input type="checkbox"/> Sound out your words <input type="checkbox"/> Letter formation <input type="checkbox"/> Use full sentences 
<p>This work would be even better if...</p> 	<p style="text-align: center;"> Spellings to practise</p> <p style="text-align: center;">I have read this and I will try to improve my work:</p>

Maths

 <p>This work is good because:</p>	<p>Don't forget:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Date <input type="checkbox"/> 1 number per square <input type="checkbox"/> Leave space between questions <input type="checkbox"/> Cross out neatly <input type="checkbox"/> Show your working out <input type="checkbox"/> Show the units: p / cm <input type="checkbox"/> Check your answers 
<p>This work would be even better if...</p> 	<p style="text-align: center;"> To progress I need to</p> <p style="text-align: center;">I have read this and I will try to improve my work:</p>

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