

Avenue Pre Preparatory School & Nursery

Marking Policy

CONTENTS

- Aims
- Process
- Procedure for marking and consistency
- Developmental marking
- Self assessment
- Homework
- Response to comments
- Frequency of marking
- Giving feedback
- Responsibilities
- Equal opportunities
- SEN and inclusion
- Monitoring and evaluation

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work, in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Effective marking and feedback aim to:

- Inform pupils about what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contribute to their accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of general assessments of learning, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, to self-assess and evaluate their own learning.
- Enable teachers to differentiate individual pupil needs and to ensure responses are tailored to identified needs.

- Enable parents to help with any particular problems and to assist teaching staff find the best ways to help the child.
- To inform future planning.

Process

Four types of marking and feedback occur during teaching and learning at Avenue Nursery:

1. Well considered interventions to encourage deeper thinking and address any misunderstanding during lessons. In most cases this takes the form of verbal feedback and occurs through effective questioning.
2. 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. Developmental Marking in which well-informed feedback on attainment and success is given, and response from pupils is required, to strengthen the teaching and learning process and to accelerate and deepen learning. Assessment Stickers are placed on work each term to evidence the child's ongoing achievement.
4. Self-assessment and peer assessment of the attainment and success of a piece of work.

Procedures for Marking – A consistent approach across Key Stage 1

This policy sets out the procedures agreed by the school to ensure a consistent approach Key Stage 1. All marking is to be carried out in blue or black pens.

- All marking is to be done in a clear legible hand, aligned to the school handwriting script.
- The marking code is to be followed in all cases in Key Stage 1 and is as follow.
 - P = Punctuation
 - // = new paragraph
 - . = full stop.
 - SP = spelling mistake
 - VF = verbal feedback
 - U = unaided work
 - SG = support given
 - TA – Teaching assistant has supported pupil.
- The marking code should be accessible to all pupils in their learning environment.
- All pupils' work is to be at least 'light' marked by the Teacher.
- In Maths, Literacy and Science, an example of work from pupils at the top, middle and bottom of the class will be selected and filed termly to show the difference in the ability and progression of the class.

Developmental marking

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling, especially if a word has been spelled wrong a number of times, a child may be asked to rewrite the word several times. 4

Self-assessment

The children are encouraged to assess their own and other's work throughout Maths, Literacy and Science lessons.

Maths and Literacy Targets will be explained to individual pupils half termly and exchanged for new targets as they are achieved.

Homework

When homework is set, a 'traffic light' system is sometimes used to gauge how the child has found the homework task.

TRAFFIC LIGHTS:

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green: 'I can understand and do this and this shows in my work'

Responding to comments

Where parents need to further respond, they are encouraged to write a short note on the reverse of the cover note of the homework task

Pupil response to comments are expressed verbally when the homework task is discussed.

Rewards: we want to recognise good work with stickers, certificates, points, smiley faces etc. Specific praise should always be the chosen option to boost the confidence and self- esteem of our young learners.

Frequency of marking

- All pupils work is to be at least light marked by the Teacher or TA, if sanctioned by the class Teacher.
- No work should go unmarked.
- Preparation work, including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics, should be collated in pupils' books 5 or Maths/Literacy folder. This may be in the form of photocopies of white boards and material captured electronically and reproduced appropriately. This is important, as it charts the process and progress of pupils' learning.
- In Literacy and Maths, assessment stickers are used frequently to show individual levels of achievement.
- In the Foundation Stage, developmental marking process can be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' **learning journeys** and in Nursery, Tapestry is used to assess and record the children's' development and progression throughout the year and to inform parents.
- Additional Developmental Marking may also be used as a strategy to support pupils who have additional needs.

Giving effective feedback to pupils

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

also forms part of formative assessment, which is essential for teachers to refine and hone planning when teaching pupils in order that pupils can swiftly move forward towards desired learning outcomes.

Well-constructed feedback tasks prompt effective response from pupils in order to improve the quality of work and reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking.
- Address/explore misconceptions.
- Pick up errors if apparent.
- Address incomplete work and presentation issues.
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation and grammar. 6

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each teacher has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference to any E.H.P's as appropriate.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school. Equality opportunities All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils. It may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's E.H.P.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. It will also form a focus for the Advisory Body Team walks and independent scrutiny.

The Lordenshaw Education Advisors (External Education Consultants) will, from time to time, also monitor the impact of marking through work scrutiny in maths, literacy and Science as part of lesson observations and to monitor the quality of teaching and learning in the school. Feedback will be given to the individual teachers concerned. Additionally the Principal or Head may at any time ask to see current marking

Reviewed October 2019

By Martin Ayres & Mary Fysh

Every three years

