

Avenue Pre-Preparatory School and Nursery

Marking Policy

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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 and Pre-Preparatory School:

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 in Reception for Literacy and Maths:

Literacy:

For 'Weekend Diary' work, the children are given a positive piece of feedback and a 'wish'. The wish is a focus for the children to work on during their next written piece, e.g., remember finger spaces between words. The wish is written with the needs and strengths of each child in mind so that it is achievable. It is shared with each child before the next piece of writing begins so that they can focus on developing a particular aspect of their writing.

'Sound Sheets' are marked and filed each week into a folder. Each sheet receives a tick and any consistent letter formation errors are underlined so that they are easy to find if the folder is ever reviewed.

Numeracy:

If a child has written a number incorrectly, the correct formation is then written underneath as a guide.

General:

All work is acknowledged with a tick and/or a comment of praise/a sticker/stamp. Parents have always been encouraged to write a comment on homework with any notes on how their child managed the tasks. The teacher replies to each comment and all the homework is sent home for parents to review and file.

Procedures for Marking in KS1 for Literacy and Maths – A consistent approach across Key Stage 1

This policy sets out the procedures agreed by the school to ensure a consistent approach within Key Stage 1.

- All marking is to be done in a clear legible hand.
- The marking codes to be followed in Key Stage 1 literacy are as follows:
 - // = new paragraph
 - . = full stop.
 - SP = spelling mistake

- VF = verbal feedback
- U = unaided work
- TA – Teaching assistant has supported pupils.

The marking codes to be followed in Key Stage 1 maths are as follows:

- a dot next to a wrong answer (when the marking is done with the pupil). The child has to correct the answer and write it next to/under the dot.
- a circle around the wrong answer and the correct answer next to this (when the marking is done outside the session).

Th/TH teacher helped with the task

vf Verbal feedback

- All pupils' work is to be at least 'light' marked by the Teacher.
- When a child enters the school, they are given a **Look What I can Do?** book where a sample of unaided work in Maths, Literacy, is added termly, mapping their progression throughout their educational journey with us.
- All Reception and KS1 students' work will be kept in school for the duration of their time at The Avenue.

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 complete corrections rewriting the word spelt wrong twice.

Self-assessment

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

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

Homework -responding to comments

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

Pupil responses 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, photographs, plans and drafts in literacy and jottings, working out and exploration in mathematics, should be collated in pupils' books, 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 Tapestry, 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. It 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 contain constructive comments 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.

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.

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.

SEND 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* 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

** Lordenshaw Consultancy Ltd run by Martin Ayres HMI and former Head of Inspection for ISI who also employs suitably qualified people to undertake work in schools.*