

## **Dimple Well Infant School and Nursery Marking Policy**

### **RATIONALE**

Our aim at Dimple Well Infant School is to ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be consistency in the way that children's work is marked across the school. This consistency will be monitored during the termly scrutiny of books by subject co-ordinators.

### **PRINCIPLES**

1. Help children to see what they have done well
2. Give clear and specific guidance on how work can be improved
3. Give time to act on the feedback

### **POLICY**

1. Marking of children's work can have various purposes at different times and may involve both written and verbal feedback (VF).
2. Wherever appropriate/possible, teachers should provide individual verbal feedback to children.
3. The marking of children's work, either written or verbal, should be given after each lesson.
4. Marking should not confuse attainment with achievement. The emphasis in marking should be on a child's progress/achievement.
5. Marking will be linked to the learning objective of the lesson, though other learning may also be highlighted where a child has shown progress and achievement or something has been identified to improve.
6. In Foundation Stage, work will be marked using yellow (Yippee Yellow) and green (Growing Green).
7. At Key Stage 1, each piece of work will have a label with the Learning Objective (L.O.) for the lesson and a space for a Growing Green (G.G.) comment or next step point. Teachers will highlight the Learning Objective in Yellow (Yippee Yellow) if it, or part of it, has been achieved. When a Learning Objective for a piece of work has been achieved and it is evident that there are no further Growing Green points, the G.G. will state '✓'.
8. In Year 1 and 2, writing prompt symbols will be used. These symbols will be included on every Learning Objective label. Those will be highlighted by the teacher using Yippee Yellow and Growing Green to provide the children with a visual indication of their strengths and development points.

9. In Year 2, pieces of written work may have additional annotations in the top corner of the page to identify elements of grammar and punctuation that provide evidence of the child's application within the piece e.g 'poss – Apostrophe for possession or 'h' for homophones.
10. Teachers' comments will be spelt correctly and will model the handwriting that we expect of the children.
11. Learning Objective labels will include 'IW' (Independent Work), 'WS' (to indicate that support has been given) or 'GW' (Group Work). One of these will be circled to identify the level of support, if any, provided for the child.
12. Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children e.g Celebration Assembly Certificates or a postcard home.
13. Marking principles should be applied consistently across school. Co-ordinators will check that this is the case through termly monitoring of books.
14. Marking prompts will be displayed on the wall of every classroom so that children understand what has been written in their books.
15. Marking policies and procedures are in keeping with the school's overall policy on assessment, recording and reporting achievement and in keeping with the range of ways in which the school recognises and celebrates children's achievements.
16. Marks should be used to inform teacher's judgements concerning pupil progress and to inform teacher records and reports.

## **ADDITIONAL NOTES**

**Spellings:** If 'key words' are spelt incorrectly these will be identified as a G.G. by the teacher (a maximum of three). The children will then be encouraged to 'look, cover, write, check,' and write the word three times in their books. Words may be pulled out as whole class words to learn if several children get them wrong.

**Punctuation:** the teacher inserts missing full stops or other relevant punctuation as appropriate to the ability of the child, and letters written in the wrong case are corrected using a coloured pen.

**Mathematics:** If a number, digit or an answer has been written incorrectly, a green highlight will indicate this to the child. The teacher will draw a square at the side of the incorrect answer for another attempt. As with English, the Learning Objective labels will include 'IW' (Independent Work), 'WS' (to indicate that support has been given) or 'GW' (Group Work). One of these will be circled to identify the level of support provided for the child.

Any colour may be used to mark work.

## **MONITORING OF THE POLICY**

Work in the core subjects is collected in and scrutinised by co-ordinators once a term. Marking is considered as part of this process.

Policy review: March 2020