



CHANDAG INFANT SCHOOL

MARKING POLICY – May 2018 (revisit May 2020)

Rationale

At Chandag Infant School we aim to provide high quality verbal and written feedback to learners.

We are aware that comments that encourage pupils are most effective .

- To engage the learner by ensuring they feel valued for their efforts and achievements.
- To identify misconceptions and provide “Top Tips” to develop and empower the learner.
- To inform the parent or carer of their child’s learning and achievements.

Purpose of Marking and Feedback

- Feedback is timely, specific and helpful.
- Marking should form a useful basis for “dialogue” with pupils about their work.
- To assess what a pupil has learnt/understood/can do.
- To give positive and constructive feedback to pupils on what they have done well and how they can improve their work further.
- To inform teachers’ planning To give pupils the opportunity to reflect on their work and respond to the marking.
- See '**Quality AFL at Chandag Infant School**' for agreed strategies on T drive.

General Guidelines Marking and feedback should be carried out with the child when possible.

Marking should be done ready for the next taught session.

- Marking will be carried out by the teacher or TA who taught the lesson.
- Comments should link to WALTs and spelling “non-negotiables” where possible and highlight what they have done well and what they could improve on. (Stars and Top Tips).
- The language and presentation of comments should be appropriate to the child concerned.
- Marking symbols should be used as appropriate for the age of the child -see **Marking Symbols** document. A key for these will be displayed in the classroom and **in each child's writing book**.
- Written comments using a star and a “Top Tip” should be used as appropriate, for example on 'end pieces' for English units of work.
- Work which does not reflect their ability should not be accepted. Time should be given for children to re-do the work before a new piece of work is started.
- Work should be marked unless there is a specific reason for not doing so, e.g. the work is to be displayed.
- Work should be marked in green pen.
- Children edit and improve their work with a purple polishing pen. We recognise that this should be a taught skill from Year 1.
- Children should be encouraged to read comments made about their work, this may need a shared reading approach for those children who find this difficult.
- **A response to marking should take place when appropriate.** Children need to be given time to do this. This might be done independently or with support but there should be evidence that children are acting on their next steps and progress should be demonstrable.
- As appropriate children will evaluate their own work and make comments or suggestions

for future improvements. (Self evaluation AfL) Children will RAG their understanding at the end of a piece of work (a coloured circle).

- Children will peer evaluate as appropriate
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- COPY AND PASTE MARKING SYMBOLS IN HERE inc. letters e.g. I, V

Marking relating to Mathematics

1. Marking should take place in time for the next session.
2. Correct work should be ticked.
3. Incorrect work should be marked with a dot that can then become a tick.
4. Corrections should be made on the other side of the dot in pencil
5. 'Find it, Fix it' can be indicated by the drawing of a magnifying glass - see Marking Symbols.
6. Next Steps should be indicated where appropriate and always after Guided Maths.
7. Children should be given time to respond to marking either by correcting errors or trying a next step.
8. WALS to be highlighted in pink, orange or green (RAGGED) by teacher or TA. Children to self RAG with a coloured circle at the bottom of the piece of work.

Reviewed May 2018, Review May 2020

Reward Systems

1. See Behaviour Policy