



## Woodgrange Infant School Marking Policy

### Aims of this document

To set out the reasons why marking is an essential component in successful teaching and learning  
To ensure all staff members working in KS1 have an understanding of the key role of effective marking in securing progress for all pupils

### Why do we mark?

Marking is the process of giving pupils feedback on their learning. It can be verbal or written. In the Early Years it tends to be almost entirely verbal. As pupils begin to record more of their learning in writing it is natural that more feedback will be written and referred to as marking. Good marking serves three main purposes. It ensures

- Pupils understand what they have done well
- Pupils are clear about how to improve
- Pupils make visible signs of progress

Good marking must therefore:

- Identify what a pupil has done well
- Identify KEY ways to improve
- Have impact- pupils make the improvements

All marking, whether verbal or written, must demonstrate these three elements in order to be effective and lead to progress. All marking must be in language a child will understand and must model good handwriting.

### What do we mark?

Our most detailed marking concentrates on writing and mathematics.

We do not mark every piece of recorded work but focus on guided work which is marked with the children and gives them reminders of what to improve for next time (NEXT FEEDBACK). This means children should have at least one piece marked in detail each week.

Adults will also mark in less detail “as they go” and children will then have the immediate opportunity to respond to the feedback and improve their work.(NOW FEEDBACK)

Work is reviewed at the end of the session and the teacher may make comments for the child to respond to at the start of the next lesson or simply tick against success criteria as part of our assessment procedures.

### The process of marking

	Purpose of marking	What we must ALL do to achieve this end
CELEBRATE	Identify what a pupil has done well	Using green pen first (GREEN FOR GOOD) Highlight achievements against success criteria and/ or personal targets Highlight progress- improvements made in response to previous marking

GUIDANCE	Identify KEY ways to improve	Using blue pen after the green ( <b>BLUE TO IMPROVE</b> ) Highlight KEY things that will lead to progress against success criteria and personal targets Spelling corrections focus on key vocabulary for the task or spellings within child's phonic phase If verbal feedback is given a key word or a ? will be recorded to indicate a verbal prompt was given
PROGRESS	Has impact	ROUTINELY time is made to respond to marking and make changes This may be: during a set time each week e.g. during reading gym Before the start of a lesson Part of a pop up group (e.g. up level a sentence) NOW rather than NEXT TIME comments

### What type of guidance do we give to ensure pupils are clear about how to improve?

More able	Guidance Type	Later in the teaching sequence
↑	Challenge Tell me more about... Try this... ?/key word	↑
↑	Reminder What should you include? ?/ key word e.g. imagination	↑
↑	Steps (instructions) First check... Then add a little more detail/ punctuation...	↑
↑	Example Use this word in the first sentence...	↑
Less able	<ul style="list-style-type: none"> <li>• Questions (verbal or written)</li> <li>• Instructions</li> <li>• Diagrams or symbols</li> <li>• Discussions, coaching pupils to identify ...</li> </ul>	Earlier in the teaching sequence

### To comment or not...? General guiding principles

In our marking writing we address the bigger picture and address composition not just transcription.

Spellings... ?	Key words Within Phonic phase and a recurrent pattern e.g. spelling of long e
Punctuation ...?	Key to task / SC e.g. using commas in lists; writing names A next step e.g. to use a wider range of punctuation
Grammar...?	Writing needs to make sense in order to communicate ideas
Presentation...?	Writing needs to be legible. Presentation may be linked to the context rather than success criteria

### How do pupils show progress in response to marking?

Guidance type	Response	Where this will be applied
Challenge	Pupils try the challenge Pupils answer the question	Maths books                      Writing books Topic books- independent or adult focus activity
Reminder	Pupils make corrections or additions e.g. to punctuation or improve a sentence	Writing books                      Maths books Topic books (adult focus activity)
Steps	Pupils follow the steps and do what was asked	Writing books Maths books
Example	Pupils make the changes using the example	Writing books                      Maths books Topic books (adult focus activity)

**Ensuring consistency of quality**

We mark the things that matter most for pupil progress- the success criteria not the context in which they are placed.

**Monitoring the effectiveness of marking**

Regular book scrutiny will be undertaken to ensure the three purposes of marking are of a consistently high quality throughout KS1.

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