

# Marking Policy

## Marking Policy

At Hatch Warren Infant School, we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. Our vision is for the children in our school to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live. We are committed to raising standards, values and self-esteem for all those involved with our school through cultivating a secure, yet exciting environment that is positive, supportive, stimulating and enriching.

**In this way, we are happy, valued and achieving together.**

### Our policy for marking supports this by:

- Recognising that marking is an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of marking is to assist learning.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to marking throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.
- Provide ongoing opportunities for self-assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- Ensuring marking is regular and frequent.
- Encouraging pupils to accept help/guidance from others.

### Our procedure for marking:

At Hatch Warren Infant School, we believe marking should:

- Acknowledge each piece of work.
- Be undertaken as quickly as practicable, where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives and targets known to the pupil in advance.
- Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point.

Teachers should use their professional judgement when deciding how many corrections to mark.

- Include a brief constructive comment where appropriate and if staff member has worked specifically with the child. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.
- Take account of individual ability and effort.
- Be manageable for staff.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others e.g 2 stars and a wish in Year R.
- Be in a different colour or medium from the pupil's writing, but not dominate. For this reason, red ink is inappropriate.
- Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled using an "I can/WALT/WILF" statements reflecting the learning objective/success criteria that will be marked against.
- Be consistent across the school and use the codes identified in the appendix.
- Use the agreed codes/symbols for marking and display these prominently in the classroom to ensure children are familiar with them.

### **Types of marking:**

#### **Summative marking/feedback**

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

#### **Oral Feedback**

- Hatch Warren Infant School recognises the importance of children receiving regular oral feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment.

#### **Formative marking/feedback**

- This is used for a more substantial piece of work that is marked in the absence of the child, such as a piece of writing.
- Not all pieces of work can be marked in this detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. When marking in this way, teachers highlight examples of where the child has met the learning intention whilst identifying an aspect of the work which could be improved. To support this, they provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.
- Useful comments might include:
  - A reminder prompt (e.g. 'What else could you say about the prince's clothes?')
  - A scaffolded prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...')

- In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

### **Self-marking**

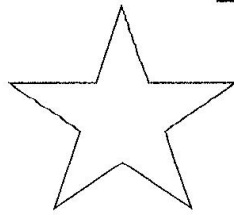
- Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to edit their work in pairs, to engender discussion about the work. Children may also be asked to highlight specific success criteria in their work.

### **Monitoring, Evaluation and Review**

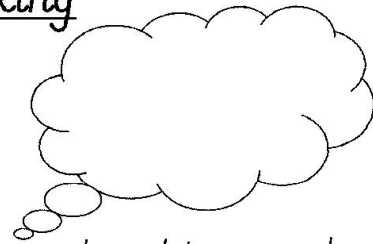
The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Appendix 1**

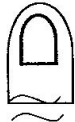
# Year R Marking



Things I have done well



Things I need to remember



Finger Spaces



Hearing Sounds



Full Stops



Capital Letters

a b c

Handwriting



Writing on the line

**a** → a

Make your writing smaller

I = I have worked on  
my own

T = My teacher has  
spoken to me about my work.



= I can get a smiley

a → **a**

Make your writing bigger

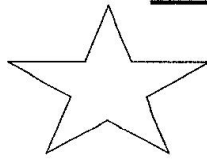
S = I needed some help

S+ = and a bit more  
(Adult to initial work)

✓ = My teacher has  
looked at my work.

## Appendix 2

### Year 1 Writing Marking



Things I have done well...



Finger Spaces



Full Stops

H

Handwriting

**a** ← → **a**

Too small writing  
Too big writing

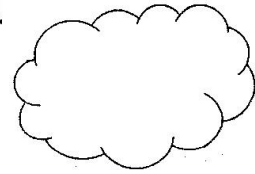


Ideas

**T** = My teacher has spoken  
to me about my work.

**I** = I have worked on my own

**G** = Guided work



Things I need to do..  
remember...

← **a b c** →

Stretching Sounds



Capital Letters



Writing on the line



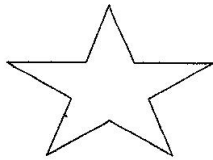
Pace of work-remember to  
concentrate



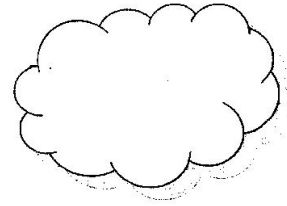
I can get a smiley

**S** = I needed some help

**S+** = and a bit more  
(Adult to initial work)






## Year 1 Maths Marking



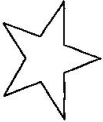
Things I have done well

Things I need to do


 <b>Number formation</b>	<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-bottom: 5px;">5</div> <b>Numbers in squares</b>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">             _ + _ = _ / _ - _ = _         </div> <b>Number sentence</b>	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;">1, 2, 3</div> <b>Careful counting</b>
<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">+</div> <b>Careful Addition</b>	<div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">-</div> <b>Careful Subtraction</b>
<b>I</b> = I have worked on my own <b>S</b> = I needed some help <b>S+</b> = and a bit more (Adult to initial work)	 <b>Pace of work-Remember to concentrate</b>
<b>T</b> = My teacher has spoken to me about my work.	 = I can get a smiley
<div style="display: flex; flex-direction: column; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px;"></div> <div style="background-color: black; border-radius: 50%; width: 30px; height: 30px;"></div> </div>	I found this difficult  I found this ok  I found this easy

Year 2 Marking

I have done something really well.



This is what I wish I need to think about next time.



**U** Finger spaces

F Full stop


abc Handwriting

CL Capital letters

A→B→C Stretch out the word to hear all of the sounds


- I need to check my answer again.
- S I worked with support
- S+ I worked with an adult 1-1
- I I worked independently.
- T We talked about this together

Good ideas

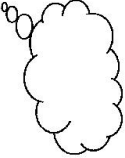


Year 2 Maths Marking

I have done something really well.






This is what I need to think about next time.



- I need to check my answer again.
- S I worked with support
- S+ I worked with an adult 1-1
- I I worked independently.
- T We talked about this together

I can show how I found the work today by drawing one of these on the page

-  I found this difficult
-  I found this to be OK
-  I found this easy