

Bournes Green Infant School

Marking Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Assessment Policy, Equal Opportunities and Race Equality Policy, Role of Co-ordinator, SEN Policy, Early Years Policy, Curriculum Policy, Able, Gifted and Talented Policy and Learning and Teaching Policy.

Introduction

Marking is feedback about children's work, and may be written or oral. It communicates whether or not children have achieved the learning intention for the session. Positive comments encourage and give children the confidence to take another learning step. Marking also aids the teacher in assessment, and informs future planning.

Aims

- To help children learn by encouraging them to think critically about what they have achieved.
- To give positive, constructive and sympathetic support without ignoring areas of difficulty.
- To demonstrate to children that their work is valued, giving them confidence to deal with their mistakes and take pride in their achievements.
- To ensure that children have a 'target' to try, and are responding to marking
- To encourage and praise children, and to give reinforcement and extension activities where necessary.
- To work with children in the self-evaluation of their work, and to set targets and identify areas for development.
- To help teachers with assessment and to inform planning.
- To help ensure continuity and progression.
- To provide evidence of attainment to children, staff and parents.

Approach

The focus of our marking is based on the learning intentions for the lesson. A range of marking strategies, including self-correction, may be used to encourage children to reflect upon their work.

? or • Think again/try again; may also have ____ or O

V Verbal feedback and comments to indicate the discussion



Think bubbles - tells the child what they need to think about next time
- provides a challenge for a child to respond to in order to move their learning forward



Smiley face - shows where success criteria has been met
- plus a positive comment when appropriate

— Spelling error underlined and written correctly above or to be copied correctly at the end of the work.



Correct answer

I Independent

S Supply

G Guided

As far as possible all work will be marked and discussed with the child present. Children will be expected to respond to this by making a correction. If all work is marked as correct, an extra challenge question should be set, when appropriate.

Marking will be as positive and constructive as possible so as not to dishearten the child. The correction of spelling mistakes, punctuation, letter formation (including reversals) and the quality of work accepted will depend upon the individual child and the learning intention.

Teaching Assistants will be involved in our marking process using purple pens. Teaching students take on the roll of teacher and mark in blue or black.





All children to be given the opportunity to show work during assembly - A record is kept.

This policy was revised by the Staff & agreed by the Governing Body in Autumn 2017

It will be reviewed in accordance with our Policy and Key Documentation Timetable.

Marking Policy

How we mark our work at Bournes Green Infant School

	<i>This means that you got it right!</i>
? or •	<i>This means that you need to look at it again or you have made a mistake.</i>
	<i>If a word is underlined then it is a spelling mistake.</i>
	<i>This tells you what your teacher is really pleased with.</i>
	<i>This tells you what you need to think about for next time. It also gives a challenge for you to respond to.</i>
V	<i>This means that an adult has spoken to you about your work.</i>
I	<i>This means that you worked on your own (independently).</i>
G	<i>This means that an adult worked with you (guided).</i>