

<b>Marking Policy EYFS/KS1</b>	
Policy Ref:	Educ 015
Status	
Purpose	To ensure clear and consistent marking that improves pupil outcomes
Committees	Staff and Pupil Well Being
Other linked policies	
Issue date:	September 2018
Review Date	September 2021 (KS2 guidance to be added in Sept 2019)

### **Aim of this policy**

1. The purpose of this policy is to set out whole school marking and feedback procedures as essential and highly effective parts of successful teaching and learning.
2. At Discovery Academy, we aim to develop every single child as an independent, confident, and enthusiastic learner who takes an active part in achieving their own absolute potential.
3. Each child is encouraged to take ownership of their own targets and work to achieve these through the support of all adults within the school, and a curriculum that develops their ability to think, question, discuss and evaluate.

### **Quality Teacher Marking and Feedback (QTMF)**

4. QTMF will be against the learning objective and success criteria as set out at the start of the lesson and at the top of children's work. The emphasis of the marking is on both the success and improvement needs of each child.
5. Marking and feedback are used effectively to help teachers to improve pupil's learning by indicating:
  - ✓ Where children are in their learning.
  - ✓ Improvements children could make.
  - ✓ How children will achieve this.
6. We strongly believe that effective feedback and quality marking are essential in assisting our children to make rapid progress. Its main purpose is to enhance and inform the children's learning, providing them with opportunities to reflect on their own achievements, celebrate their successes, and move their learning forward.
7. QTMF allows for:
  - ✓ Prompt and regular written or verbal feedback with every child.
  - ✓ All adults in class to be clear about the learning objective and success criteria for each task.
  - ✓ Teachers and Teaching Assistants to give constructive suggestions as to how a child can move their learning forward.
  - ✓ Targets and next steps to be agreed between Teachers and Teaching Assistants.
  - ✓ Children to be informed of where to make improvements through dialogic marking.
8. Marking should be uniform across the school for the benefit of both staff and pupils and in order that moderation exercises can be highly effective.

**Marking Key for KS1**

9. Each piece of work (regardless of subject area) will have a clear Learning Challenge question (LC) and where appropriate a clear success criteria linked to the outcome (writing or mathematical).

<b>LC: Can I write a detailed character description of the slightly annoying elephant?</b>		<b>KG</b>
<b>I will:</b>	<b>Self-Assessment</b>	<b>Teacher</b>
Use phonics skills to sound out the words		
Use <b>and</b> to join sentences		
Use adjectives to describe		

10. For every piece of work the pupil must indicate if they feel they have missed, met or are working towards the learning challenge by colouring in a circle with the appropriate traffic light colour (i.e: red for missed; yellow working towards; green met.)

11. Each piece of work must also be detailed with the level of support given to the pupil. This is achieved by a letter from the following key being written in a circle – next to the learning challenge.

I – Independent

T- Teacher support

TA – Teaching Assistant support

TP – Talk Partner work

G – Group work (without adult support)

WC – Whole class

KG – Kagan Group work (without adult support)

KP – Kagan Partner

12. Children should be given opportunity to self-assess their learning using the success criteria and traffic light system.

13. Examples in a piece of work where the learning challenge has been met will be underlined/ticked in **green**. Pedagog stamps can be used to highlight this too in Literacy or writing in other subjects. Examples where the learning challenge has been missed, or could have been demonstrated, will be underlined or indicated in **purple**.

14. Brief comments or key words relating to the learning challenge may also be written alongside the piece of work: If detailed at the beginning of the work in

the form of a success criteria or similar these can also be highlighted or ticked off as achieved.

15. A 'V' can be used to indicate where verbal feedback has been given.
16. An 'F' will indicate specific areas where the children can go back and edit mistakes or improve their work – 'fix it' time.

### **Fix it Time, Self and Peer Assessments and Discussions with Pupils**

17. All children should be provided with time to reflect on their own work and make improvements. **Children use a purple pen to edit and fix.**
18. This should be in response to their self/ peer or teacher assessment and directly in response to the brief teacher's 'F' – fix it comment in Literacy or Numeracy.

Eg. 'F' – **'Rewrite this sentence including  finger spaces.'** Or 'F' – **'Practise spelling because'**



Eg.  **Then handwrite the number they need to correct**

19. This should be for a few minutes at the start of the lesson and allows children to reflect on success or mistakes and consequently to take ownership of their own learning progression.
20. At times as well as indicating how they felt about the work they may also complete a simple self/ peer assessment at the end of a session.
21. Neither fix it time nor peer/self-assessment need to happen in every single lesson but they should be carried out sufficiently that children are familiar with their format and can use them to effectively take ownership and affect progress in their own and at times their peer's learning.

## Marking in EYFS




22. In Nursery and Reception, children produce work in both independent learning time and adult led learning time. All work will be dated and marked with the following key to indicate the level of support they have received:

- I – Independent
- T- Teacher led activity
- TA – Teaching Assistant led activity
- S – Supported *(The child has initiated the piece of work but then an adult has joined to support or extend the learning)*
- TP – Talk Partner work
- G – Group work (without adult support)
- KG – Kagan Group work (without adult support)

23. Where necessary, the 'Area of Learning' that the piece of work relates to will also be indicated by the following key:

- PSED – Personal, social and emotional development
- CLL – Communication, language and literacy
- PD – Physical development
- L – Literacy
- M – Mathematics
- UW – Understanding the world
- EAD – Expressive arts and design

24. Some pieces of work may be detailed with a learning challenge question. On such pieces, the adult will indicate whether the challenge has been met, almost met or not yet achieved with a coloured circle.

-  - Learning challenge met
-  - Learning challenge almost met
-  - Learning challenge not yet achieved

25. In the later terms of Reception the children will be encouraged to self-assess their work by indicating how they feel about their work.



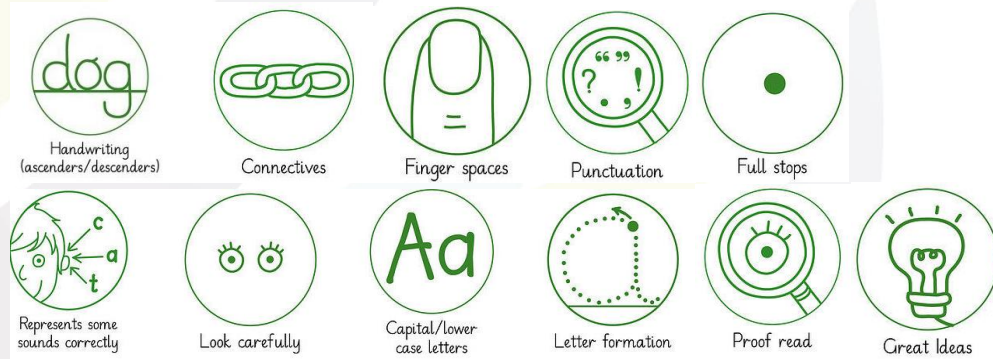
26. Teaching staff may also use a variety of stampers or stickers to give praise or remind children of their next steps.



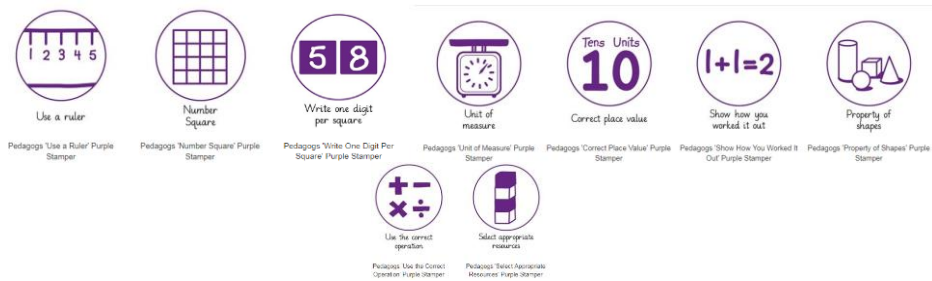
27. In Early Years, verbal feedback is ongoing and constant. Children are told where they have been successful and where improvements are needed. Teaching staff share with children any feedback that is written on their work, including an explanation of the green/yellow/red circle when this is present.

**Appendix - stampers**

**KS1 English and writing in other subjects**



**KS1 Maths**



EYFS

### Early Years

 Represents some sounds correctly	 Read own work	 Left to right direction	 Target achieved
 Writing for different reasons	 Verbalised Target	 Letter Formation	 Number Formation
 I like this	 Pencil Grip	 Name writing	 Creative Ideas