



BURGESS HILL
— JUNIOR —

Marking Policy – including EYFS

4b(i)

Responsible for Initiating Review of Policy	HDC
Committee to Review	Junior Staff
Last Review Date	February 2018
Review Period	Two Years
Approved by (Committee and Date)	NA
Approved by Board of Governors	NA
Effective Date of Policy	February 2018
Next Review Date	February 2020
Related Policies	

The purpose of the policy is to provide a consistency of approach.

The teacher must always give pupils clear criteria upon which the work will be marked. Feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback should be positive and encouraging whenever possible.

All work, including Prep, should be marked in accordance with this policy. All work should be marked as quickly as practicable.

When marking, consider whether:

- Comments are to trigger a discussion between teacher and child
- Comments are to set targets for future work
- Comments are to offer encouragement
- Comments are to acknowledge excellent work or effort
- Verbal feedback during the lesson is appropriate
- Standards of presentation are high

See 'Guidance to Promote Uniformity and Consistency of Approach' in core subject policy documents.

Comments on children's work should:

- Relate to planned learning objectives
- Be legible, neat and clear in meaning
- Recognise girls' achievements
- Indicate the next steps in girls' learning if appropriate

Recording

- Marks and/or comments are recorded in staff mark books and/or on the y: drive.

Time needs to be built into lesson for girls to reflect on marking and respond to it.

Children should be given opportunities throughout the year, and at age appropriate level, to assess their own work and that of their peers when appropriate.

Test Scores and Exam Results

Individual scores etc. are never read out in front of the whole class nor will they ever be displayed for everyone to see. Scores/marks/results etc. are private to the individuals concerned and girls are expected to respect other people's preference if they wish to keep their marks to themselves.

Learning Intention

Teachers will share and pupils will record the learning intention. Teachers are to include a brief reference to it in your marking.

e.g. 'Well done Sarah. You have remembered almost all the full stops and capital letters in your story.'
(where the learning intention of the task was to be think about sentences and include full stops/capitals)

Child's Self- Evaluation

This should be encouraged from the early years with girls being asked for a personal comment on their effort/ achievement. This can take the form of written or oral comment. We encourage the children to make comments about their own work and the work of fellow pupils in a positive and encouraging way.

Moderation of learning

To aid standardisation class teachers have regular meetings with the assistant head academic and their year group partners. This time is to be used to ensure a consistency of approach.

Feedback may be given in staff meetings during the year to support and improve perceived areas of weakness and to celebrate strengths.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in a similar way. Feedback should be positive and encouraging.

At KS1 and EYFS children are more likely to be given **verbal feedback** on their work. Wherever possible, work will be marked with the child so that comments on achievements and areas to work on can be given as the work is in progress.

We sometimes give feedback on a particular piece of work at the end of the lesson in a plenary session when all the children are gathered together. Written comments may sometimes be added at the end of a piece of work, but these will be short to reflect the child's reading ability and the fact that verbal feedback has already been given. Work will be ticked and dated and codes added to indicate level of support given. (see below)

Coded marking

- i independent work
- s some support given
- a work completed with assistance from an adult

In addition positive recognition of good work will be given in the classroom e.g. sharing work with others, putting good work on the wall etc. Superstars Awards in Celebration Assembly will recognise outstanding pieces of work and outstanding effort or progress, taking good work to show the Head of Junior School.

When we give feedback to a child, we endeavour to relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and comment on the evidence to support the judgement. If the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children in KS2 to make comments about their own work and the work of fellow pupils in a positive and encouraging way.

Monitoring and review

The Head and Assistant Head Academic of the Junior School are responsible for monitoring the implementation of this policy and aim to visit classes as well as sampling exercise books. The Assistant Head Academic will scrutinise samples work to monitor marking. They will feed back to the Head of Junior School and meet with year group staff to provide feedback, discuss concerns, needs etc.

Teachers have a handover meeting before the start of the new academic year during which all records, both academic and pastoral, are 'handed over' to the next teacher. There is also a data review meeting with the Assistant Head Academic. Lesson observations take place on termly basis.

Appendix**Guidelines to Promote Uniformity and Consistency in Presentation**

Key Stage Two

- Show clearly the date, page and source at the start of each lesson.
- Side and centre margins should be ruled in pencil and are usually two squares wide.
- Titles should be underlined with one clear line left below it before commencing
- Number questions clearly and identify “Prep”.
- Drawings, diagrams in Science and the ruling of lines should be done in pencil.
- Teach sensible spacing out of work, particularly in Maths. See Maths Policy
- Worksheets should be dated and filed together or trimmed and stuck neatly inside exercise books.
- Encourage maintenance of high standards of presentation and accurate figure/letter formation.
- Incorrect answers should not be erased after initial marking (to allow errors to be diagnosed at a later date).
- Instructions for corrections at the discretion of teacher but if expected then they must be marked with a tick followed by a ‘c’.

Mark Books or Files

These are the backbone of teachers’ class record keeping and, where appropriate will contain:

- English marks e.g. weekly spellings, creative writing comments
- Maths marks e.g. MM test scores, table toppers progress, check-up test scores
- Science e.g. end of topic assessments. Notes on investigation/experiment write-ups