

Marking Policy – including EYFS

4b(i)

Responsible for Initiating Review of Policy	Head of Prep School
Committee to Review	Prep School Staff
Last Review Date	March 2024
Review Period	Two Years
Approved by (Committee and Date)	NA
Approved by Board of Governors	NA
Effective Date of Policy	March 2024
Next Review Date	February 2026
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 or reviewed. 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 (verbal for the younger pupils) to trigger a discussion between teacher and pupil
- Comments (verbal for the younger pupils) are to set targets for future work
- Comments (verbal for the younger pupils) are to offer encouragement
- Comments (verbal for the younger pupils) are to acknowledge excellent work or effort
- Verbal feedback during the lesson is appropriate
- Standards of presentation are in line with the pupil's ability

Comments on pupil's work should:

- Relate to planned learning objectives
- Be legible, neat and clear in meaning
- Recognise pupils' achievements
- Indicate the next steps in pupils' 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 pupils to reflect on marking and respond to it.

Pupils 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 not 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 pupils 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. For the younger pupils the teacher may record the learning intention for them. Teachers are to include a brief reference to it in their marking if appropriate.

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)

Pupil's Self - Evaluation

This should be encouraged from the early years with pupils being asked for a personal comment on their effort/achievement. This can take the form of written or oral comment. We encourage the pupil 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 and consistency of approach, class teachers will regularly review marking with fellow colleagues.

Feedback may be given during individual 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.

Pre-Prep 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. Teachers will record a pupil's comment where appropriate.

Written comments may be added at the end of a piece of work, but these will be short to reflect the pupil'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 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 work to show the Head of Prep 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 pupil needs to do next in order to improve future work.

Monitoring and review

The Head of Prep School is responsible for monitoring the implementation of this policy. Teachers, together with the Head of Prep School, will carry out the scrutiny of samples work to monitor marking.

AppendixGuidelines 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