

Marking is a very important part of assessment within the school. It is one of the ways through which children can see the progress they are making and can be made aware of the next steps in order to improve.

It is important that children have a clear understanding of the marking and the symbols used. The list of symbols used should be clearly displayed in the classroom and should be discussed and referred to frequently.

To this end, it is important that there is a standardised approach to marking throughout the school. It has been agreed that all work should be marked by the teacher or Teaching Assistant using blue pen.

Some pieces of work need to be marked in detail; however there are times when this is not always appropriate. Staff need to use their professional judgement as to when to mark a piece of work in depth or when to just use the appropriate symbol to show if the child has achieved the learning objective.

### AIMS

1. To show the children that we value their work.
2. To motivate the children by identifying areas of achievement.
3. To give constructive and focused feedback.
4. To identify the next steps in learning.
5. To enable children to set their own targets, where appropriate.
6. To inform teachers' planning and to enable them to set appropriate targets for their pupils.
7. To reaffirm the purpose of the learning.
8. To clarify misconceptions.

The format and symbols used will vary across the key stages.

### EYFS

- Comments will be recorded on chosen pieces of work to identify areas achieved and next steps in learning.
- Age appropriate opportunities for peer and self-assessment will be given.

### Key Stages 1 & 2

- Focussed marking points will be at the end of the piece of work.
- Comments will refer back to the learning objective or success criteria.
- Comments will identify what has been achieved and, when appropriate, what the next step is.
- Specific individual targets will be given when appropriate.
- Opportunities for peer marking and self-assessment will be given.
- Children will be given opportunities to respond to marking in green pens.
- See appendix for symbols used.

### Peer Marking and Self-assessment

This can be introduced in EYFS and Key Stage 1 as an oral activity. In Key Stage 2 children can work with partners to proof read prior to the teacher marking or a set of criteria can be given to the children to mark against. Children will use a green pen when peer marking.

The children should also be given the opportunity to assess their own work against set success criteria and their personal targets, as well as responding to marking.

## Appendix

### Early Years & Key Stage 1 Feedback Symbols

- ☺ - Learning objective achieved
- 😊 - Learning objective partially achieved
- ☹ - Support needed as learning objective not achieved
- - Next step/way forward.

### Key Stage 2 Feedback Symbols

- LO ✓ - Learning objective achieved
- LO ✓ - Learning objective partially achieved
- LO x - Support needed as learning objective not achieved
- - Way forward/Next step

### Marking Code (to be used as appropriate for each Key Stage)

CL - Capital letter

FS - Full Stop

Ⓟ - This doesn't make sense

^ - omitted word

✓✓ - If interesting word or phrase has been used

\* - To indicate an area of misunderstanding, clarification and/or examples to be given to be given

I - Independent work

TA - Teaching Assistant has assisted

T - Teacher

✓ - if calculations in Maths, comprehension questions, spellings, grammar in English are correct etc.

X or ● - if a calculation is incorrect in Maths, comprehension, spelling or grammar mistakes in English etc.