



**Kibworth CE**  
Primary School

A place of discovery and friendship

# **Kibworth CE Primary School**

## **“Marking Policy and Procedure”**

**Agreed by Teaching staff – September 2015  
Review date: September 2016**

### Marking Procedures

It is of paramount importance at Kibworth CE Primary School to ensure that all children receive both positive and developmental feedback for the work that they produce across the whole curriculum.

In providing this marking feedback it is intended that children understand how they have succeeded in their learning objectives, as well as how they can continue to improve their work in a supportive and encouraging environment. Kibworth CE Primary offers an environment where children are encouraged to do their best and are prepared to evaluate their own and other's work in a positive and supportive manner.

### The purpose of marking:

- To assess understanding
- To inform future learning / teacher's planning
- It offers an opportunity to have a regular written or spoken dialogue with the children
- Teachers and children are clear about the learning objectives and criteria for success
- The teacher can provide constructive suggestions about ways in which the child may improve his/her work
- Teachers and children can monitor progress towards targets

### At Kibworth

- All work will be marked, but teachers will be selective about which specific aspects they choose to comment upon. We do not correct all mistakes within a child's piece of work
- We do not use marks out of ten or grades on children's work, except in a test or formal assessment situation
- During each lesson, the teacher will ensure the children understand what the learning objectives and outcomes are and that these will be the criteria by which the children's work will be marked. The title of the work will reflect the objective and, thus the criteria for marking
- Teachers will recognise effort as well as quality, not in a vague or generalised way, but linked to specific skills or understanding
- In our quality marking, we try to include positive comments and next steps, e.g. I liked the way you have used adjectives, next time ...
- Sometimes children will mark their own work or each other's under the supervision of the teacher or Learning Support Assistant

- During each lesson, the learning objective will be shared with the children.

At Kibworth CE Primary it is important to us that the children get a consistent message as they move through the school. In this respect a progression of marking and recording has been implemented so that children can recognise when they have achieved success whether they are in the Foundation Stage, Keystage 1 or Keystage 2. To achieve this consistency, the team at Kibworth CE use the colours of Green and Orange to promote success and development.

### Foundation Stage

- Due to the practical nature of the Foundation Stage and the encouragement of Free Flow Play, it is expected that children will receive positive feedback both verbally and through the use of written feedback in the presence of the child. Children know that they have succeeded when they receive positive verbal comments from their teacher and receive a sticker
- When comments are recorded they will be written in Green ink – this is the colour that will indicate to the child that they have achieved success. This will be consistent across the school. Written comments will usually appear in the child's "Learning Journey", or in "Guided activities" when working with an adult
- The Foundation Stage team will continue to record their observations to inform progress against the Early Years Outcomes. These recordings will be used as reference documents by the team to inform their assessments.
- From the beginning of the summer term Foundation stage will adopt key Stage One marking scheme.

### Keystage One

- Green Ink will be used to highlight to children the success achieved against the learning objective or achievement of personal targets.. Work will either be highlighted or a comment recorded in Green ink. Marking will be made accessible to all groups of children. By highlighting in Green, children are instantly aware that they have achieved a degree of success and can celebrate their achievements.
- Any piece of work, in any subject, that the child will have the opportunity to look back and reflect upon will be "Marked" with

Green ink. In doing so the children will recognise the consistency of marking across all subjects and all work books and folders.

Key Stage One marking will:

- Use orange ink in their written feedback. Orange ink indicates to a child a “Developmental” point – an area within his/her work in which an improvement could be made and reflected upon. It is expected that a child will have the opportunity to review Orange highlights, either in a review session or with the intention of applying the development next time.
- Introduce the code of “Sp” to highlight to children that a spelling error has occurred. Again this will be highlighted in Orange. Not all words will be corrected by the person marking the work, but words that children are expected to be able to spell according to their ability. Words which have been focused upon in the classroom, either within Phonics sessions or through weekly spelling checks will also be highlighted to show success or development.
- The omission of Capital Letters and basic punctuation will be written over or added accordingly using Orange ink.
- During the development of writing structure, children may omit the gaps between words necessary to make the writing legible. A single Orange inked line will demarcate where the child should have left a “Finger Space”.
- The Keystage One team is very aware that there are children who are working above their age related expectations. For these children, more detailed “Marking” will occur – reflecting the procedures for Keystage Two children. The expectations for reflection will also indicate the child’s ability.
- Verbal feedback

### Keystage Two

- The Keystage Two team will apply and extend all the above procedures – ensuring that the children fully understand how their work has been reviewed by an adult and what he/she can do to improve work further. The colours of Green and Orange will be firmly embedded at this stage and the children will recognise the routines associated with evaluation and “Marking”.
- The codes “CL” and “Sp” will feature in margins and developments and success will be underlined using the appropriate colour.
- The code “VF” will also appear in books and folders – this will indicate that “Verbal Feedback” has been given to the child – this will take place during the session and tends to be immediate.

- If the code “VF” is accompanied by a child's name, this means that peer-to-peer assessment has taken place and children have discussed how each other's work can be improved. This will be on the whole a verbal response.
- It is essential that children in Keystage Two are given the opportunity to look back and reflect upon their development points that are highlighted with Orange ink. It is expected that time will be given to improve the task or for the developmental point to be reflected upon next time in the child's work. The Keystage Two team will monitor recurring developmental points to inform their planning and the progress of the child.
- When a child has reflected on a piece of work or read an adult's comments, he or she is asked to write their initials to show that they have understood and recognised how the piece of work can be developed.

### Generic

Throughout the discussion process of evaluating and “Marking” work, adults may refer to “WWW” (What Worked Well) and “EBI” (Even Better If...) Children will be asked to respond to these statements.

Supported work achieved in guided sessions will be appropriately identified.

1. Teacher Assisted Work
2. TA Assisted Work
3. Independent Work

If a practical activity takes place, the learning objective and success criteria will still feature in the child's book or folder and will be highlighted in Green and Orange according to how the child performed in the differentiated practical task.

Each child in Keystage One and Two will have a personal target for Literacy and Numeracy. These will be shared with the child regularly and be referred to through the “Marking” procedures noted above.

The Headteacher and senior Members of Staff will conduct termly work scrutiny and lesson observations to monitor that the “Marking Policy and Procedures” are being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.