



## **BERE REGIS PRIMARY & PRE-SCHOOL**

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment, including self-assessment. Marking will encourage learners to be aware of how and what they are learning and where they are in their learning journey. The emphasis in marking will be on a child's achievement of the lesson objective and what the next steps need to be in order for the child to further improve.

### **Key principles and guidance for marking:**

- Feedback delivered closest to the point of action is most effective. Mark with the children where possible.
- Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. A child's specific learning needs will be considered.
- Oral feedback will be given to children during and after lessons, using the same principles as written – how is the child doing with regards to the Learning Objective? What can they do to improve their work? This type of feedback will still be evident in marking (annotations).
- Pink marking should be very specific to the Learning Objective and Success Criteria of the lesson plan. They should identify what the child has achieved and consider progress they have made during the lesson. Any adult working a group needs to be aware of the steps to success prior to the lesson, so they can mark accordingly.
- Green marking needs to identify next steps in learning and let the child know how they need to improve their work to ensure progression. There should be a mixture of correcting errors, challenges and open-ended questions.
- Green targets need to be actionable. For example 'Capital letters' on its own is too broad. The child needs a manageable action. E.g. can you find two places where you need to add in capital letters?
- If a child is consistently making the same mistakes, in-class support should be implemented.
- Ground rules on presentation and layout of work should be established with the children. 'Presentation' should not be a target – Neat or Repeat
- Worked marked by someone other than the class teacher should be initialled.

- Worked marked by the children should be in pencil, annotated that is peer marked, and marked against the Success Criteria.
- Peer marking can be done in pairs or groups. Pupils need to be trained to do this, through modelling with the whole class. Pairing/groups should be decided by the teacher – children can be used as ‘specialists’ in an area. Pupils should be encouraged to enter into a dialogue about the work. Responses to peer marking are deemed as independent.
- Age expected spellings should be spelt correctly. Children should have access to working walls to self-correct. Attempts to spell adventurous vocabulary can be signposted for the child to check.
- Time must be given to pupils to respond to marking – to correct, redraft, edit and add to their work. These responses should be completed to allow children to make improvements to work and to aid progression. Children should use the ‘purple pen of power’ to do this. Teachers need to check and acknowledge these responses.

### Marking symbols:

<b>T</b>	Teacher assisted work
<b>TA</b>	TA assisted work
✓	pink tick / highlight – child has achieved LO / success criteria
•	answer is incorrect
<b>I</b>	independent work (although assume all work is independent, unless otherwise annotated)
<b>VF</b>	verbal feedback given
<b>SP</b>	in margin to identify adventurous spelling needs checking
<b>CI</b>	child initiated (EYFS)

//	children identify where paragraphs should be (with PPP)
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Children are to undertake all corrections / amendments with a purple pen of power (PPP) to clearly show the editing / correcting process.

Unless it is annotated on the piece of work that it has been supported by an adult, we will assume the work is independent.

**These marking symbols are to be displayed in every classroom, so all pupils and staff can see them.**