

**PRIOR HEATH INFANT SCHOOL  
POLICY AND PROCEDURES STATEMENT**

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**TITLE: MARKING POLICY**

**DATE: June 2020  
REVIEW: June 2024**

**APPROVED/MONITORED BY: Children & Learning Committee  
AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS**

At **Prior Heath Infant School** the purpose of marking is an ongoing response between teacher and pupil which supports continuous formative assessment showing how and what the child can do. Marking should refer to the objectives which were set for the lesson and shared with the child; it may also make reference to the child's target. This gives feedback to the pupil in order to increase the pupil's self-motivation to strive for excellence. Marking also gives an opportunity for the teacher to evaluate the focus of her teaching and will inform future planning. Marking should be clear to the pupil, teacher, parent and governor.

We adopt a range of marking strategies. These may include:

- verbal comments of praise, encouragement or any necessary intervention to improve pupil's work and expectation;
- ticks to confirm accuracy or a task achieved as expected;
- written comments which can praise work; draw pupils attention to areas in which they could improve; set targets for the next time; inform teachers as part of the ongoing assessment process;
- symbols and pictures.

Marking identifies effort, attainment, completion, targets to be achieved and provides a record of intervention to aid assessment.

At Prior Heath Infant School we aim to have a common approach and understanding of marking in order to ensure consistency throughout the school. We view that marking should be honest and appropriate taking into consideration the personality of the pupil. The ideal way is to mark with the child talking through issues as they arise. Due to the volume of work produced as the children become more competent, this is not always possible, but selective marking of children's work should be undertaken whenever possible with the child. Opportunities are provided for children to reflect on marking and implement targets/next steps.

Books should always be marked before being used again. Extrinsic motivation may be used with children with a view to creating a desire to achieve but we aim to foster a desire for learning for its own sake not just for reward.

## Display

Work displayed in any subject area should be of the highest possible standard for each child. Written work displayed should have a high standard of presentation and reflect our developmental approach to writing.

## Marking in Curriculum Areas

- Mark against the learning objectives and success criteria.
- Use marking to inform future planning.
- Annotate work to indicate level of adult support and inform future planning.
- Involve children in understanding the marking process.
- All work is marked in coloured pen, green for achievement and purple for next steps.
- Allow opportunities for children to reflect on marking and implement targets/next steps where appropriate.

All subjects annotation as per Marking Sheet (Attached)

## Presentation

Work within workbooks is to be completed in pencil.

All work is to be dated.

This Policy is to be reviewed every three years. All teaching staff are included in this review.

## Appendices

- Marking Code – to be displayed in the classroom



## Marking Code

I - Independent work

A - Adult help given

✓O- Objective attained

.Purple dot- mistake

M- more please

P- practise please

V- Verbal comment given

😊 good work

S- selected own resources

WT Working together

Green for Great

Purple to improve ( next steps)

                     - incorrect spelling (spelling below writing and dots to indicate number of times to spell)