

“Teachers check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.”

“Teachers and leaders use assessment well, to help learners embed and use knowledge fluently or to check understanding and inform teaching.”

“Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.”

Ofsted



## **Abbey C of E Infant School Marking Policy**

### **Reasons for marking**

At Abbey Infant School, the staff believe that it is important to respond to pupils work in order to:

- Identify and monitor pupils’ progress
- Provide oral and written feedback, recognizing effort and achievement
- Support a pupil in their learning by providing appropriate support and challenge
- Ensure the pupil is moving forward in their learning and making progress
- Involve pupils in reviewing their own work to ensure and plan for future learning
- Support a dialogue between pupil and members of staff
- Give encouragement, develop the pupils growth mindset and improve a pupil’s confidence and self-esteem
- Support a dialogue between teacher and parent

### **Our Aims:**

At Abbey Infant School, we aim to:

- Provide a consistent approach to how we mark throughout the school, so children are familiar with the methods

- Use marking as a tool for formative on-going assessment
- Raise standards by encouraging children to have a 'growth mindset' and improve on their last piece of work
- Increase children's self-esteem through praise and positive comments
- Create a dialogue between teacher and child which will aid progression.
- Reward the **effort** that a child has put into a piece of work rather than simply the outcomes
- The main focus of the marking should be against the learning objectives.

### **Marking and Feedback should:**

- Be meaningful, manageable and motivating
- Be immediate or as soon as possible
- Involve all adults in the classroom
- Be positive
- Have an impact and move children forward in their learning, ensuring pupil progress

### **Marking Procedures**

At Abbey Infant School the staff have agreed to adopt the following:

- All work will be marked, and where possible, marked with the child.
- Staff will use a black or blue handwriting pen.
- Staff will write comments, using handwriting which reflects the handwriting policy
- Steps to success will be displayed within the classroom.
- The learning objectives and date will be displayed on all work.
- The use of resources will always be indicated
- The level of support will be indicated using the following symbols:

**d** I have discussed my work with an adult. (brief phrase to indicate focus of verbal feedback)

**S** “Someone has helped me with my learning” (with support)

**I** “I have worked on my own.” (independent)

**I → S** I worked on my own but then needed some support.

**S → I** I had help at first but then I could work on my own.

## **Marking of Maths**

Maths tasks should be marked with a ✓ or •

Clear, concise learning objectives will be ticked when achieved

Pupils should correct their errors during the lesson or at the start of the next lesson.

Number reversals need to be corrected and practised in each lesson

Indicate resources used (e.g. 100 sq, Base 10, counters)

**Challenges – when children are fluent in their work teachers should provide a challenge-** to challenge and deepen children’s thinking, understanding, problem solving and reasoning skills. Teachers should have challenges prepared so they can be provided at any time during the lesson to ensure a pupil’s learning is always growing and being developed. The challenges should be linked to a:

**Problem Solving Focus**

**Reasoning Focus**

**Prove It Focus**

## **Same day intervention group (Mop up Maths)**

If children have accessed intervention support to consolidate learning then

**M.U.M** – (Mop up Maths) - should be used to indicate where same-day intervention has been put in place

## **Marking of Literacy**

All marking completed by an adult should be done with blue or black handwriting pen.

### **Reception**

- All writing activities in workbooks must be accompanied by the learning objective, 'I am learning to...' which will be ticked if achieved.
- A stamp should be used at the end of a unit on an independent write to share their target.
- The stamps and steps to success should be shared with the children and should be displayed in the classroom for children to refer to.

### **Year 1**

- At the end of a unit, the child should be given a stamped target at the bottom of their page after their independent write. When met, children will receive a new target. This target will be referred to verbally before the child's next piece of writing.
- The stamps should be shared with the children.
- The abbreviation of DTM should be used for when children have deepened the moment.

### **Year 2**

- At the end of a unit, the child should be given a target at the bottom of their page after their independent write. When met, children will receive a new target. This target will be referred to verbally before the child's next piece of writing.
- Abbreviations should be displayed in the classroom for children to refer to.

After writing (d) these symbols can be used to highlight the area you have discussed with the child:

CL- capital letter

FS- full stop

SP- spelling

LF- letter formation (specify)

HW- handwriting

F- finger spaces

P- punctuation (specify)

DTM- deepen the moment

## **Spellings**

- Incorrect taught spellings of common exception words and high frequency words matched to the year group will be marked and indicated to the children to attempt again. Children should then re attempt. Common exception words are practiced each week at the top of the 'thinking page'. An individual tick sheet of common exception words are displayed at the back of each child's book. Regular spellings that are spelt incorrect by the majority of the class should be picked up in spelling sessions and displayed for children to refer to.

## **Handwriting**

- Any key words/letters that are not formed correctly, will be picked up on for children to practice.

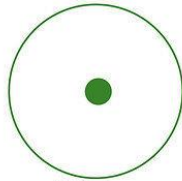
## **Stamp – Symbols- to be displayed in classroom and used for targets (Reception/Year 1)**



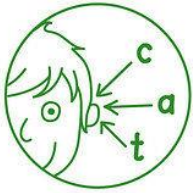
Finger spaces



Punctuation  
(Specify)



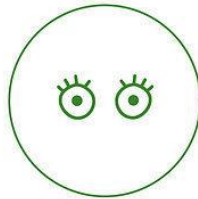
Full stops



Listen for sounds



Capital/lower  
case letters



Check it makes sense



Letter formation

(Specify)

## **Growth Mindsets**

We are working to develop a growth mindset learning culture and this is reflected in the marking. The children understand that in order to learn they must be brave and make mistakes, and this allows them to tackle challenges they wouldn't have attempted before.

## **What Is Growth Mindset?**

The term 'growth mindset' refers to a way of thinking, learning and taking on challenges. A person with a growth mindset, takes feedback and uses it 'to grow'. They take on new challenges, push themselves and show resilience and perseverance.

We recognise we need to praise children's effort (not what they achieve). It helps to praise specific things that the child has done (e.g. I could hear you were stopping at all of the full stops whilst you were reading) rather than making a general comment (good reading).

### **Some key aspects of Growth Mindset**

- We remember it's always OK to make mistakes – we learn from them
- We never give up!
- We learn from each other
- We don't compare ourselves with others, but we do learn from others
- We like challenges – which really helps us make progress
- We take risks
- We join in as much as possible
- We remember that mastering something new feels so much better than doing something you can already do
- We remember that the brain is making new connections all the time – the only thing you need to know is that you can learn anything!

### **Possible Growth Mindset Feedback (verbal or written):**

Keep going, you will get there.

I can see that you have worked hard on this.

I'm really proud of your hard work.

You've worked your brain today.

I'm really pleased you stuck with it even though it was tricky.

Now you're ready for a challenge.

Keep going, you will get there.

Not there yet...keep trying.

Let's have a go tomorrow with a fresher brain.

I can see you're growing.