



## The Hampshire School C H E L S E A

### MARKING POLICY

Early Years, Pre-Preparatory and Preparatory comply with this Policy and Guidance

At The Hampshire School, we promise that all learners will be valued, respected and supported in providing a high quality education in a stimulating environment. We are a reflective learning community which prepares learners for an ever evolving world. We aim to inspire a sense of security and belonging which builds confidence and respect through high expectations academically, socially, and emotionally. Nurturing and inspiring the individuals within our community and working in partnership with our parents, we enable our school community to become lifelong learners who strive to achieve personal fulfilment and excellence throughout

### OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.
- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves.

# Marking Policy

## Introduction

A consistent approach to marking across the whole school, which is age and ability appropriate, will yield the best results. At the Hampshire School Chelsea, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback that is based on our desire to implement rigour and challenge through all teaching and learning. Furthermore, the use of 'Growth Mindset' language in both verbal and written feedback will encourage pupils to accelerate their progress via self-reflection, valuing hard work and viewing mistakes as portals to learning. Therefore, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

## Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'V' will be recorded next to the piece of learning. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

## All Subject Feedback and Assessment

All significant written work should identify key corrections for the pupil in order to drive the development of written English across the school. Pupils should then read and make the corrections according to this. This should occur during a designated improvement time. These developments should be linked to the non-negotiables for the specific year group with a focus on the following aspects:

- Grammar
- Punctuation
- Spelling
- Sentence Structure
- High Level Vocabulary
- Paragraph

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard consistently.

## Success criteria should be highlighted following this system:

**Green** The teacher must highlight in green the success criteria which have been met. In EYFS and KS1 the symbols below should be used when marking in depth to support pupils' independence.

**Pink** The teacher should always identify a next step in learning. Success criteria should be highlighted if they have **not** been met in pink. In EYFS and KS1, the marking symbols below should be used to indicate these next steps.

**Yellow** Celebration of excellent work/aspect.

### **Lesson Objective**

In every lesson, the Lesson Objective must be clear and understood by all the pupils and the success criteria well-defined. If the success criteria have been met, teachers should use a green pen to tick the objective as being achieved. Green pen should also be used to correct pupil's learning e.g. spelling, grammar etc.

Within the EYFS, marking is an individualised process whereby pupils are given immediate verbal feedback which they then respond to as part of the lesson. There 'star' and 'next steps' will be evidenced in writing by the teacher in their Literacy folder (Reception). Where applicable, teachers may set an additional task, at the bottom of the page, to support the pupil with their next step.

### **Maths Specific Feedback, Marking and Assessment**

All calculations should be marked correct or 'think again', using **green ticks** or **green question marks** to encourage the pupil to think about a new strategy rather than it just being 'wrong' and an end point. In every lesson, the success criteria should then either highlighted green (where they have been achieved) or highlighted pink if not.

Self-assessment may be completed by the pupils, in pencil as pupils benefit from marking their own work (labelled PSA); however, this should then be further assessed and agreed (using a green pen tick or question mark system) by the teacher.

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### **Self-Assessment (SA)**

In Key Stage 1, pupils should be taught to self-assess in a meaningful way, against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly. By the end of Year 6, pupils will self-assess about three times per week.

All self-assessment should be monitored by the class teacher and teaching assistant. To self-assess the pupils should tick the success criteria (using pencil) which they feel they have achieved and find evidence of this in their work, which they also underline neatly in pencil using a ruler. The pupils should then have the opportunity to identify their own next step and write this in the space provided in pencil or circle the success criteria that they have not met in pencil.

### **Peer Assessment**

In Key Stage 1, pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will peer-assess regularly in all subjects. Again, all peer assessment should be moderated by the Class Teacher or Teaching Assistant. Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment in pencil to identify who has assessed the work.

### **Dedicated Improvement Time (DIT)**

Teachers should allocate Dedicated Improvement Time for the pupils to reflect on their feedback and respond to it.

### **EYFS Learning Journals**

Learning journals should be completed regularly by staff. Each page should be dated with the month and year and each piece of work added should be accompanied by the appropriate development matters statement. If a piece of work needs additional context, a short sentence should be written to provide the context. All writing should be in black fine liner marker. Work selected must show clear progression on skills and reflect all areas of the curriculum.

## SEND

Marking should be adjusted accordingly for pupils with SEND. The work produced should be marked first and foremost for content not 'technicalities'.

Spelling- commend the child for producing phonically plausible word attempts or using standardised rules. Pick out key misspelled words (a maximum of three) which the child should know or which have been the key vocabulary focus during that lesson.

Presentation - commend the pupil for producing work that is completed to the best of their abilities and in line with the recommendations made by specialists e.g. Occupational Therapist.

Feedback - oral feedback, in many cases, is a powerful way to point out successes and improvements and it is often favoured by those with SEND; written feedback should be 'child friendly' and very legible. One achievable target for the child to implement in their next piece of work should be set.

The use of VCOP may continue as a useful strategy for writing in class with highlighting limited to ensure that the marking scheme, which includes the use of green and pink highlighting, is differentiated.

## Marking Symbols

### EYFS

V	Verbal Feedback
I	Independent
WS	With support
DM	Development matters
PSA	Pupil Self -Assessment
PPA	Pupil Peer Assessment

### Pre-Prep and Prep

V	Verbal Feedback
HP	House Point
I	Independent Work
S	Supported Work
NS or →	Next Step/Target
? or a circle	Not correct – check/think again
Highlight	Success Criteria Achieved
Highlight	Success Criteria not achieved – 'think again'
✓	Lesson Objective achieved
<b>English Symbols</b>	
//	New Paragraph
sp	Spelling (no more than three per piece of work)

G	Grammar
P	Punctuation
H	Handwriting
Highlight	Work that can be celebrated e.g. an impressive sentence, excellent vocabulary etc.