



GODOLPHIN PREP

Marking Policy

(including EYFS)



Last reviewed: September 2023
Next review: September 2024

Reviewed by: Head of Prep, English and Maths Coordinators, EYFS/Pre-Prep teacher

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MARKING POLICY (including EYFS)

1. Aims

At Godolphin Prep we believe that marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

2. Purpose

The purposes of our marking policy are:

- to assist learning
- to provide information for assessment and inform planning
- to encourage, motivate, support and promote positive attitudes
- to promote higher standards
- to correct errors and clear up misunderstandings
- to recognise achievement, presentation and effort
- to provide constructive feedback and link to targets
- to show pupils that we value their work
- to allow pupils to reflect on their past performances and to set new targets together with the teacher.

3. Key Principles

We aim for our marking to:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress

- provide pupils with opportunities to assess their own work and that of others

4. Professional Judgement

Corrections should support the pupils' learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers must use their professional judgement when deciding how many corrections to mark.

5. Specific Details on Year Groups

Reception

- In Reception the teacher provides oral feedback to the pupil. Written comments are given as part of the partnership between school and parents.
- Usually on pieces of work it is indicated whether the pupil has completed the work independently or with some assistance. S indicates support and I indicates independence.








Years 1 and 2

- In Years 1 and 2 work is marked according to the lesson objective. This will include a positive comment followed by an individual point of improvement, where necessary.
- On occasions pupils will mark their own work and be encouraged to evaluate what they have learned.
- On some pieces of work, it is indicated whether the pupil has completed the work independently or with some assistance. S indicates support and I indicates independence.

Years 3 to 6

- Teachers mark pupils' work with positive comments and, when appropriate, add a suggestion or question to prompt the pupils to reflect upon their work.
- Written composition work is marked in greater detail than grammar and spelling exercises as we are looking particularly at the transference of skills.

- 6. Examples of the symbols used – these will vary according to the subject and the age of the class.**

<u>Symbol</u>	<u>What does it mean?</u>
I, S or * on a piece of work	Independent work (I), work has been supported by Class Teacher (S) and/or work has been supported by a different adult (*)
	Good work
	Incorrect/something to correct
	Pink for think – a comment to reply to or a prompt to respond to.
	Target
	Next steps in your learning are...
	Something is missing
	Verbal feedback given

All books are marked to the learning objective for that specific piece of work.

Extra information for English –

Targets or 'Pink for Think' used in books twice a week minimum

Maximum number of spellings to be corrected in a single piece of work is three.

A detailed mark in books, twice a week.

Extra information for Maths –

Learning objectives stuck in with the Classroom monitor assessment labels used for marking –

T = Target A =Almost meeting the objective M = Meeting the objective E = Exceeding the objective.

7. Maths and English Monitoring Timetable 2022-2023

<u>What?</u>	<u>When?</u>
Overview of girls with Learning Support, those we need to monitor in light of Rising Stars results and those who may be A, G and T (under review 2023-2024)	Beginning of the academic year - all staff, including Prep Learning Support Co-ordinator
'Book Look' Look through books to observe marking, differentiation and range of activities.	Every 1/2 term
Lesson observations (RL/JV to observe teaching of English and Maths respectively) Staff to observe RL and JV– if they wish. (This can be a team teach or RL/JV teaching your class.)	Once a term
Analyse assessment results from Rising Stars (under review 2023-2024) Look for patterns and flag the girls WT and E and which children are getting 'stuck'.	Every new half term/once results are on the system.

