



**SEVENOAKS**  
PREPARATORY SCHOOL

**PRE-PREP MARKING AND SETTING OUT POLICY**

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## PRE PREP MARKING AND SETTING OUT POLICY

### Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

### Aims

*Marking should:-*

- Enable pupils to make significant and sustained gains in their learning.
- Give children encouragement, recognition and appropriate praise for the success of their work.
- Give children clear strategies on how they can improve their work.
- Allow children time to respond to marking, by practising the desired skill in order to improve and make progress through marking.
- Relate to learning objectives taught during the lesson.
- Be accessible to children.
- Use consistent codes, where appropriate, throughout the school.
- Measure progress against school targets and national end of year expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.
- Be manageable for teachers.

### General Marking and Feedback Objectives

Teacher's marking and handwriting in children's books should itself be neat, clear and legible, with correct grammar and spelling at all times – modelling the expectations of presentation to the children.

Children must be allowed response within the week, to respond to the marking by either practising a skill, identified through the marking, or repeating a particular piece of work. This should be timetabled into the week's planning once or twice per week, but be flexible when the time is taken within each week.

Teachers should avoid long and complex sentences within their written feedback. Use of highlighters and brief precise points, which the children can respond to, is sufficient. Marking codes may also be used.

Marking should be both positive and developmental. It should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.

Work should be marked with the child when possible. 'Distance' marking should be a dialogue not a monologue. If the child is not involved, the time the teacher spends marking work could be wasted. Oral feedback to individuals or a group is a direct and highly effective way of marking and giving feedback.

We must focus on the learning objective, which in the Pre-Prep is labelled WALT (**We Are Learning To**) in the children's books, for each piece of work and communicate this to the children before each piece is started or they may not be apparent to the children. The WALT should be displayed in the classroom. The success criteria, WILF (**What I'm Looking For**) should be shared with the children and displayed in the classroom.

Marking must focus on improvement through correction and development. It should have a positive effect on the next piece of work produced by the child. The progress in a child's work should be clearly seen, as a result of marking and assessment by the teacher.

Exhaustive indication of every mistake is inappropriate for story, creative and expressive writing. Such work is very personal to the pupil, and is frequently written faster than the child's mind and hand can manage and as a result usually contains more errors than usual. It requires a different marking technique.

Sometimes a child could be working with his/her teacher or their TA for support, when work is marked this needs to be indicated in the marking so that the comment has the greatest possible meaning, both for pupil and teacher. For supported work, this should be labelled as AW (aided work).

Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read their marking or listen to feedback and to respond in writing, verbally, individually or in a group activity.

The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking.

Work in core subjects must be quality marked (see marking of 'Creative & Expressive Writing', 'Comprehension' and 'Maths' work below).

Work in foundation subjects may be marked with a lighter touch (see marking of 'Foundation and Context for Learning Work' below).

### **Marking and Feedback Strategies**

All marking and feedback should consist of two basic elements; Oral Feedback and Written Feedback.

Marking codes should be used to indicate where children have worked with TA SUPPORT, TEACHER SUPPORT, or GUIDED STEP BY STEP SUPPORT.

**Summative marking** – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

**Focused marking** – should concentrate entirely on the success criteria (WILF) of the task. The emphasis should be on success, set against the criteria and the improvement needed.

**Self-marking** – when possible, children can self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives (WALT) and looking for a point for improvement.

**Peer assessment** – children should be trained to evaluate a partner’s work identifying successes against learning objectives and looking for points for improvement.

### Frequency of Marking

Marking should take place daily or soon after the work has been completed and handed back as soon as possible. One piece of maths and English work must be ‘deep marked’, using a ‘Pink for Think’ comment each week per child.

Oral feedback and marking can take place during the lesson – providing immediate feedback to groups or individuals. Worked should have VF (Verbal feedback given) written at the top of the piece of work, where this has been done.

Long-term projects may be marked on completion – children need to be told this in advance.

### Reception Class




For those children in their Early Years Reception year, the feedback given to children will be mainly through verbal rather than written communication. Children will be encouraged to orally self-assess and review their work and through the use of Growth Mindset approaches the children will be encouraged to improve their work / play and extend their thinking. Observations within the Tapestry journal or other areas will evidence children’s self-evaluation and improvement strategies. Teacher’s planning will also show how children’s learning has been developed and enhanced further.

### Marking of Creative and Expressive Writing

When marking areas of creative and expressive writing, teachers can use highlighter pens to show where children are successful or need to improve areas of their work. TAs should use pencil only if they are marking work to signpost who has marked the children’s piece of work.

### Use of Highlighters for clear visual marking.

*\*Highlight underneath the piece of writing, not on top of the words.\**

	<p><b>‘Green for Great’</b></p>	<p>To highlight successful examples of very good work within children’s writing.</p>
	<p><b>‘Pink to Think’</b></p>	<p>To highlight areas in children’s use of spellings and grammar, creative vocabulary, sentence structure and paragraphs.</p>
	<p><b>The purple pen of progress...</b></p> <p>Give the purple pen to: - respond to teacher feedback - improve the quality of your work - make progress and water to the best you can be</p>	<p>Children will be given time to respond to the pink highlighted area and then improve the selected areas which have been highlighted.</p> <p>Children’s corrections or a response to marking is with the ‘Purple Pen of Progress’.</p> <p>Children will need to have opportunity to correct and practice spellings and punctuation as a result of errors highlighted. If still incorrect at the second attempt, teachers should seek to give verbal feedback and instructions to the child in question.</p>

### Creative and expressive writing




This must be marked with the use of highlighter marker pens or coloured pens, as indicated above. Teachers may also add constructive comments at the bottom praising the child's successes and indicating a feature for improvement. Comments should focus on work matching to the success criteria (WILF) of the lesson, quality of content, quality of expression and the commitment shown in the piece of writing.

Children's next steps should be linked to their targets based on assessment for learning daily and the end of year expectations.

### Marking of Maths Work

Maths work must be marked to show whether each answer is right or wrong. A comment may also be added, but not always, which tells the child how well he/she has met the success criteria (WILF) and, when appropriate, which features need to be improved, e.g. errors in processes, misunderstanding or concepts, misspelt vocabulary, accuracy, quality of presentation will be commented upon. It may also indicate any corrections needed, or include prompting questions to further the child's understanding of specific concepts.

### Use of Highlighters for clear visual marking in Maths.

 <p><b>'Green for Great!'</b></p>	<p>= To highlight successful examples of very good work within children's maths. This could be used on the L.O. at the top of the page if all the work is correct.</p>
 <p><b>'Pink to Think!'</b></p>	<p>= To highlight areas in maths where children need to practice maths skills, repeat certain questions or to try again at completing certain work. Children will be given time to respond to the green highlighted area, in order to make improvements in their work.</p>
<p><b>The purple pen of progress...</b></p>  <p><small>Give you the power to respond to teacher feedback, improve the quality of your work, make progress and strive to do the best you can be.</small></p>	<p>Children will be given time to respond to the pink highlighted area and then improve the selected areas which have been highlighted. Children's corrections or a response to marking is with the 'Purple Pen of Progress'.</p>

### Reward Systems

Rewards can be used for good effort, not only excellent work. We use a range of rewards:-

Praise Stickers / Stamps / Stars

Maths / Reading / Writing awards for excellence

HT Awards / Badge Winner

### Children's Response to Marking

Children may be asked to respond to highlighted examples using their purple pen of progress (see above) or to written comments by:-

- Writing an improved word, phrase or sentence.
- Writing a sentence with correct grammar or punctuation.
- Re-working a maths answer.

- Applying and extending their new knowledge into a new or different area.
- Peer marking and assessment

Children should be encouraged to respond to each other's work using the success criteria (WILF) as guidance. Where appropriate, they should edit and improve their rough drafts themselves, or use 'talk partners', prior to writing out a final draft.

### Setting Out of Work in Books

Marking and written comments in children's books must only be completed in green, pink or purple pen by the teacher or in pencil by the Teaching Assistant.

Pupil's corrections of their work should be in a different colour to the original work using the 'Purple Pen of Progress!' (Polished Purple).

The date should begin on the RIGHT hand side of the page from the line of the margin.

The WALT should be stuck on the LEFT hand side of the page from the margin.

Before starting the next piece of work, children should draw a pencil line across their page at the end of a piece of work. This should be after the teacher's comments, marks or their response to a teacher's marking.

Errors in children's written and maths work should be crossed out with ONE PENCIL LINE ONLY.

### Marking Codes

The following codes may be used to assist marking.

<b>IW</b>	Indicates that a child has completed the work without any support
<b>AW</b>	Indicates that a child has completed the work with some teacher or teaching assistant support
<b>GW</b>	Indicates that the child has needed specific <i>guided support</i> in either a 1:1 or 1:2 scenario in order to complete the work.
<b>WALT</b> ✓	Learning objective has been achieved
<b>WALT</b>	Learning objective not yet achieved
<b>VF</b>	Verbal feedback given
<b>MP</b>	Mini-plenary used to support misconception at this point in the work
<b>IM</b>	iPad mirroring used to support children's understanding

Each piece of work should be labelled with either IW, AW or GW to indicate the level of support given for that piece of work.