



## **Policy for Praise and Motivation** (formerly Marking Policy)

***Aims : To ensure a consistent approach to marking children's work throughout the school.***

***To mark children's work in such a way as to encourage achievement.***

In making marks on children's work (marking) we are seeking to convey the culture of improvement whilst retaining the strong motivational influence of praise.

Adults marking children's work will, as part of everyday practice, respond to children's work in a variety of ways – through discussion, dialogue and marking, although all three will not necessarily be used for every piece of work.

Discussion is a powerful motivational tool and is used to give immediate feedback concerning the response of the children to the set task. Discussion is thus used to positively reinforce all the work the children undertake, whether practical in nature or recorded as well as reference to individual or group targets (see Target-setting Policy). All achievements, no matter how small, will be valued and new targets set in a variety of ways to encourage the continuum of the learning process.

Dialogue is used in a variety of ways to explore the children's thinking when engaged on a task or as an immediate follow-up strategy.

Marking children's work i.e. adults making marks on the children's written response, is intended to:-

- convey approval to the child
- note future learning opportunities
- confirm an individual's response to the task
- annotate context of task i.e. adult involvement / independent / group etc.
- evidence any verbal feedback given
- record areas where correction has been made.

In responding to children's work, we facilitate learning and progress by the celebration of improvement, success, and effort, seeking to prepare for the next step. Work will be judged against clear learning objectives with particular attention being given to individuals or groups of children identified at the planning stage. We seek to respond to children's work on completion of the task to ensure maximum impact on future learning opportunities.

In line with our school ethos, children with Special Educational Needs have equal access to all areas of the curriculum (see Policies for Equal Opportunities, Racial Equality and Children with Physical Impairment). As with all aspects of study, each individual has a different level of response, expertise and learning rate which will affect the results

achieved. This policy encompasses the needs of all children as individuals irrespective of ability, race, colour or creed.

Marking guidelines allow for consistency in approach throughout the school. All adults working alongside children in class adhere to these guidelines (TIPS).

### T.I.P.S. for Marking

#### Foundation Stage

Nursery – verbal responses – code T + date + initials. Annotations – may include purpose/objective, support/independent, attitude/approach.

Reception – as above. Also ✓ for a correct response, ✗ for inappropriate response – needs further thought. Tick if corrected, T if talked about.

Year 1 – as above. Also I for independent work, P for plenary feedback + date + initials.

Year 2 – as above. Also children marking own/others work – S + initials.

Y2 may also have individual targets recorded on work.

Annotations in black pen, otherwise use blue pen.