



MEADOW PRIMARY SCHOOL

Marking Policy

Rationale:

To ensure that all children have their work marked in such a way that promotes and enhances learning, develops self-confidence, raises self-esteem and provides opportunities for self/peer assessment. As a result of this policy there will be consistency in the way that children's work is marked across the school.

Guidelines:

The marking of children's work has different roles and purposes at different times and can involve written and verbal feedback. The marking of work, either written or verbal, is regular and frequent. Work is corrected as soon as possible after completion, in the presence of the child when appropriate/possible. Work is marked by the member of staff working with that class / group.

1. All work is marked, using a combination of adult marking, verbal feedback to the child (VF) and peer evaluation (PE). Supply /PPA teachers/HLTAs initial what they have marked. LSAs mark the work of their focus group with guidance from the teacher and initial what they have marked. The level of detail in the marking will vary between subjects and Key Stages. Specific detail regarding how each subject will be marked is given below.
2. Adults mark work using purple pen, pupils use a green pen for their self evaluations and a red pen when peer evaluating another child's work
3. Marking is constructive and related to achievement/ progress/next steps with respect to the child's individual targets or Learning Objective (LO). Good work is rewarded with the giving of team points, chance cards or stickers.
4. Written pieces of work are marked using an orange highlighter to identify strengths and a blue highlighter to identify areas to improve. Corrections will focus on spelling, grammar or punctuation errors with pupils being trained to begin to identify their own errors as they progress through KS2.
5. Comments are concise, so they can be read quickly; and informative, providing a clear area to be worked on and how to work on this immediately. Next steps (NS) are given on most pieces of work, when relevant. These will be in the form of a question or immediate change needed to the work given, so pupils can easily improve their work as a result.
6. Spellings are corrected in each piece of work, approximately 3 in KS1 and 5 in KS2. Children write out spelling corrections 3 times in their book. Teachers will not mark every spelling mistake, but will identify high frequency words and common errors.
7. Children are given time to reflect on marking at the start of each lesson and respond to the next steps / make corrections.
8. Presentation is a clear focus and marking will comment on this whenever necessary.
9. The level of support given with the work will be indicated: Little support (LS) or supported (S). Work without one of these codes will be deemed to have been completed independently.

10. Marking should also indicate the child's achievement towards the learning objective.
- In maths – Introduced (Int), Independent (Ind), Application(A), Mastery (M) or Surpassing (S)
 - In English – a tick next to the LO indicates that the child has achieved this objective
 - In science – Emerging into understanding (1), At the expected standard (2) and Exceeding expected standard (3) are written next to the LO

Subject specific marking guidance:

Subject	KS1	KS2
Maths	<p>Ticking or dotting answers in purple pen (mark together wherever possible). Int / Ind / A / M next to LO TP / Sticker / Stamp NS (needed to support or extend) – question / calculation (Y2 – WT / E / GD – linked to interim framework next to LO) PE / SE / VF – green pen LS / S</p>	<p>Ticking or dotting answers in purple pen (mark together wherever possible). Int / Ind / A / M next to LO TP / CC / Stamp NS (needed to support or extend) – question / calculation PE – red SE – green VF LS / S</p>
English	<p>Blue / orange highlighter when necessary – linked to LO Incorrect spellings (common exception words) to be underlined in blue (3 in a piece of work). Circle grammar errors. TP / Sticker / Stamp NS in purple (needed to support or extend) – either something for them to do to their writing (e.g. add 3 adverbs) or a question about their writing 2 / 3 incorrect spellings to be written out 3 times underneath piece of work. Tick next to LO if achieved. PE / SE / VF – green pen LS / S</p>	<p>Blue / orange highlighter when necessary – linked to LO Incorrect spellings (eoye) to be underlined in blue (up to 5 in a piece of work). Circle grammar errors. Y3 / Y4– start off putting in missing punctuation or telling them their grammar mistakes – depending on child do this less and less Y5 / Y6 – mistakes highlighted in blue – chn to self-correct. TP / CC / Stamp NS (needed to support or extend) – either something for them to do to their writing (e.g. add 3 adverbs) or a question about their writing 2 / 3 incorrect spellings to be written out 3 times underneath piece of work. Tick next to LO if achieved. PE – red SE – green VF LS / S</p>
Topic	<p>Key pieces blue / orange Blue (technical vocab. Or misconceptions) / orange highlighter when necessary – linked to LO NS – in the form of a question that needs answering TP / Sticker / Stamp 1,2,3 next to LO for science to help with assessment if necessary Tick next to LO if achieved. PE / SE / VF – green pen LS / S</p>	<p>Key pieces blue / orange Blue (technical vocab. Or misconceptions) / orange highlighter when necessary – linked to LO NS – in the form of a question that needs answering TP / CC / Stamp PE – red SE – green VF 1,2,3 next to LO in science to help with assessment if necessary Tick next to LO if achieved.</p>

Self Assessment:

Teachers teach and support self evaluation strategies across the school and all work would normally include a self evaluation (SE) by the child. The way in which this is recorded will develop as the child moves through the school, starting with a smiley face and progressing to a longer written statement referring to the learning objective.

Review of Policy:

This policy will be reviewed every three years.
The date of the next review will be October 2021

Agreed October 2018.

Appendix 1**Marking Codes/Codes**

This code is introduced to pupils at their appropriate level

<u>Marking Codes</u>	<u>Key</u>
LS	completed with a little support
S	completed with support
⊙	missed full stop / other punctuation
©	capital letter missed
^	something missed out
?	what do you mean?
//	missing paragraph
NS	Next Steps usually smaller step toward Target
SE	Self Evaluation
PE	Peer Evaluation
VF	Verbal feedback from adult
SC	Success Criteria
TP	Team Point
cc	Chance Card

LO✓ /SC✓	LO/SC achieved
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