



Marking Policy

Reviewed June 2024

Policy Approved by: _____

At meeting on: _____

Marking Policy

**'We shine like stars to achieve and make a difference in the world,
knowing that with God, all things are possible.'**

This policy is intended to ensure consistency across the school. Marking should enhance learning through:

- Celebrating success
- Identifying next steps through effective feedback.

Non-negotiables:

- All written comments are made in clear, legible, neat handwriting in a style consistent with that being taught to the children.
- Learning objectives and success criteria are shared with the children so that they have clear criteria upon which their work is marked - This is central to the marking process.
- Clear examples of expectations are modelled by teachers.
- Time is given for children to read specific comments and act upon feedback.
- A variety of approaches used to include peer, self and teacher marking.
- Marking criteria should be shared with children and a checklist of criteria to look for when marking their own or other's work.
- At least one piece of work once a week is deep marked when applicable.
- Work is marked as work progresses or as soon as possible after the child has completed it. Children are given their marked work back to respond and act upon feedback. Where verbal feedback has been given, this should be noted against the child's work.
- Spelling corrections – amount given is dependent on age of child and the word spelt incorrect for their ability.
- Teachers should make opportunities to mark work with the child present to ensure dialogue about next steps/targets.

Marking Methods:

Pencil work to be marked in blue or black pen.

Ink work to be marked in black pen.

English:

- Symbols used in our editing policy are used by teachers and children.
- Highlight examples of good practice in pink (tickled pink), green highlight any areas for improvement (green for growth) – a maximum of two to focus on.
- There should be regard for reversal and formation of both letters and numbers and the child's attention drawn to the correct formation where appropriate.
- Pupils are given time to address green highlights as well as tense, grammar and/or spelling errors children responses in green pen.
- Marking scheme should be displayed in each classroom.
- Peer/self-marking – KS2 children self-edit and improve before work is marked in pink. Any work completed after the lesson completed in green.

Maths:

- Work is ticked if correct, green highlight incorrect work.
- Pupils given time to address incorrect answers and seek help if needed. Children's corrections in green pen.
- Children's jottings be visible alongside answers - to enable mistakes to be made clear and re-visited.
- Self-assessment done in green pen

Foundation subjects, Science and RE:











- Use pink/green appropriately against learning objective when deep marking – 1 group each session.
- Thumbs up stamp can be used when a child has achieved the learning objective.
- Editing policy used appropriately.

Monitoring:

Regular monitoring will take place by Senior Leadership, Subject Leaders and opportunities for whole school book scrutiny will be provided.

Marking Policy:

These symbols will help you when you are checking your writing or a friend's writing.

	A capital is needed..... circle around the error.
	A capital letter is not needed..... circle around the error.
Be <u>co</u> se	Underline the part of the spelling which is incorrect – correct spelling written by the pupil.
Sp___n	In KS1, when applicable, rewrite word x 3 or the incorrect part of the word misspelled.
?	To indicate work that doesn't make sense.
	Green for Growth
	Pink – excellent work
/	New line needed
//	New paragraph needed
	Check the punctuation
^	Missing word, letter or punctuation
	Grammar to be checked
	Objective Met
	Verbal Feedback given
	Teacher support
	Teaching Assistant support

Remember to use positive praise when marking.

Ⓐ

I need to use a capital letter here.

Ⓐ

I have used a capital letter when I didn't need one.

Becose

I have made a spelling mistake. The underlined part of the word is wrong.

Sp__n

(KS1)I need to copy the word 3 times or write in the correct spelling for that sound.

?

This bit of my work doesn't make sense.



I have made a mistake here, please correct.



My teacher thinks this work is excellent.

/

I needed to start a new line here.

//

I need to start a new paragraph here.

Ⓐ

There is an error with my punctuation here.

^

This sentence is missing a word, letter or punctuation.

Ⓐ

There is an error with my grammar here.



I have achieved my objective.



My teacher has already discussed this work with me.

Ⓐ

I have worked with the Teacher.

Ⓐ

I have worked with the Teaching Assistant.