

Marking Policy

Updated: January 2023

Up for review: January 2024

In our school our Christian vision shapes all we do.

St Mary's CE (Aided) Primary School is:

'A Christ-centred school, with a child centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.

We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world.

1. AIMS

The primary purposes of our marking are:

- To inform pupils and their parents of their achievement, effort and progress.
- To motivate pupils to further effort by praising current achievements.
- To provide assessment for the teacher, related to teaching and learning.
- To inform future planning.
- To communicate to other members of staff who are currently involved with the pupil.
- To be developmental and give children the opportunity to respond.
- To make explicit what the pupils have done well / identify strengths, e.g. highlight success.
- To provide explicit guidance on HOW to improve.
- To show evidence of pupils having a role in marking their own work.

2. PROCEDURES

- All work should be marked or acknowledged by teacher.
- Work should be collected in regularly and returned with feedback to inform further learning.
- Work will be marked, with comments related to the learning objectives, sometimes with stamps, stickers, stars, team dojo points or a score.
- The objective of the lesson must be the key focus of the marking and therefore it will not be necessary to mark all mistakes, such as spellings.
- Pupils are encouraged to check and correct their work in areas appropriate to their age and ability.
- Children are encouraged to respond to the teacher's marking by checking and correcting their own work where necessary.
- There will be evidence of self-assessment and peer marking to help the child improve their work.



- Traffic lights will be used in the marking of Maths to inform the teacher as to the learning that has taken place.

3. SPECIFIC DETAILS

In all curriculum areas

Ticks will be used to indicate correct work. Crosses will not be used, instead a dot will be used to indicate that the pupil needs to try again. Pupils will be encouraged to record their second attempt alongside the first in blue pen.

$$3 + 4 = 6. \quad 7$$

If numbers are written the wrong way round, the work will still be marked for the focus.

4. CHILDREN WITH SEND / ADDITIONAL NEEDS

Children with general and specific difficulties will have some mis-spelt words highlighted to them.

In spelling activities each correct letter will be ticked and attempts praised.

Visual symbols will be used to feedback wherever possible if the child is unable to read.

Children will be encouraged to identify some words to correct for themselves.

Different strategies will be taught to help those who may have a preferred learning style or a difficulty with another learning style. (e.g. visual / auditory / kinaesthetic.)

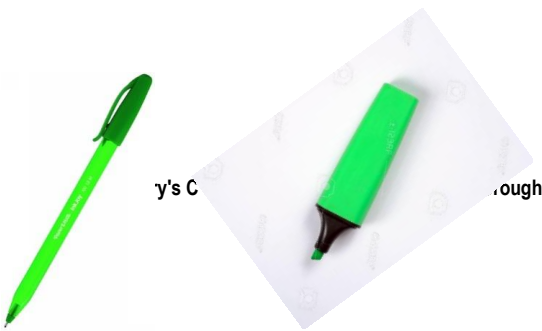
Reversals of letters and numbers will be acknowledged and corrected sensitively and appropriately as well as the presentation in books being pointed out to the children if necessary.

5. MARKING COLOURS AND CODES

The following colours and pens are used in all curricular areas.

Marking Colour Codes

Teacher



Green is good



Pink to think

Pupils




Peer marking



Editing

The following symbols will be used by the teacher as appropriate – to be corrected in pupil's work or indicated in the margin for self-checking and corrections.

Key Stage 1 Marking Codes

<i>Symbol</i>	<i>Meaning</i>
	<i>Finger space</i>

<i>aaaa</i>	<i>Join writing</i>
<i>abc</i>	<i>Sound out word</i>
<i>C</i>	<i>Capital letter</i>
<i>FS</i>	<i>Full stop</i>
<i>.....</i>	<i>Spelling</i>
<i>//</i>	<i>New paragraph</i>
<i>VF</i>	<i>Verbal feedback has been given.</i>
<i>I/F/T/TA</i>	<i>Work completed independently/ with a friend/ with the teacher/ with Teaching Assistant.</i>

Key Stage 2 Marking Codes

<i>Symbol</i>	<i>Meaning</i>
<i>C</i>	<i>Capital letter missing</i>
<i>P</i>	<i>Punctuation</i>
<i>.</i>	<i>Full stop - SEN children</i>

?	<i>Question mark - SEN children</i>
!	<i>Exclamation mark - SEN children</i>
"	<i>Speech mark - SEN children</i>
,	<i>Comma - SEN children</i>
^	<i>Omission</i>
G	<i>Grammar</i>
.....	<i>Spelling</i>
aaaa	<i>Join writing</i>
//	<i>New paragraph</i>
VF	<i>Verbal feedback has been given.</i>
I/F/T/TA	<i>Work completed independently/ with a friend/ with teacher/ with Teaching Assistant.</i>