



Marking Policy

The aim is to raise the quality of learning and attainment of pupils at The Meadow by adhering to a coherent and cohesive policy that celebrates children's achievements. It is the aim of all teachers and Learning Support Staff to ensure marking is effective and purposeful and supports children's learning whilst at the same time, takes into account teacher workload.

This marking policy is the product of the monitoring of children's work in each class, outcomes from work scrutiny reports, SLT/Key Stage and whole staff meetings.

The Aims and Principles have been discussed and agreed and the policy will be reviewed regularly, changing it as and when necessary.

Principles

At The Meadow we believe that our marking should:

Be effective and purposeful

Be constructive

Show clearly the standard expected. For example, by the use of modelling.

Identify to the children what is being taught and what has been learnt.

Marking Policy

Our Marking Policy is designed to give all Teachers and Learning Support Staff clear guidance of what is expected with regards to marking children's work.

Books are used in both Key stages for work to be recorded down in core and foundation subjects. Children's work must be marked and when possible with the child present.

Every piece of work should either be acknowledged or talked about with children. When this happens, the use of a 'V' for verbal comments should be written on the work.

Work will be marked in a coloured pen different to that of the piece of the work so that comments can be easily identified. Adults will mark in pink pen.

When books are marked, the piece of work should be discussed/corrected together with the child where possible, or comments made should be read by the child or to the child to ensure that s/he fully understands what has been written.

Teacher led guided sessions will be used for children to reflect on marking and respond to it.

The 'Can I?' should be clearly recorded either stuck in books or written out at the beginning of a piece of work, appropriate to the age and ability of the child. children self-assess against the 'Can I?' at the end of each session. Teachers tick if they agree or indicate their feelings (alternative colour), explaining why if appropriate.

Teachers will share clear learning intentions and success criteria at the beginning of the lesson.

Marking/feedback will sometimes reflect on the learning intentions/success criteria through a next step comment in English, Maths and Science.

Next steps or moving on comments may be: an extension of work already completed; an example asking a child to apply new knowledge; or an example of success criteria not met in the work produced.

Common misconceptions may be a focus for plenary discussions or talk partners.

Marking Ladders/ Success Criteria may be used. Children will be taught to self/peer assess work.

Silver star challenges should be shown by the use of the silver star next to or above the challenge.

Marking of Spelling

Pertinent high frequency/taught words can be corrected in each piece of work across the curriculum. These will be indicated within the work and the correct spelling will be written out at the bottom of the work.

Marking of Presentation

Standards of presentation should be regularly discussed with reference to the school's expectations to ensure high expectations are maintained.

Levels of Marking (see attached code for marking)

There is no expectation for the amount of written marking for each session / subject.

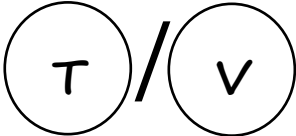


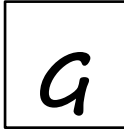
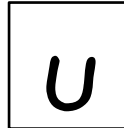
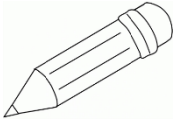

Version 1



The Meadow Community Primary School

Marking Code KS1 & KS2

Symbols your teacher might use.

Sp.	Correct your spelling.
?	What does this mean?
	Verbal feedback.
	Remember to ...
	Check your punctuation.
	Correct your grammar.
	Remember to underline.
	Please respond.
	You next step is...
PA	Peer assessment – I checked my work with a friend.