

CHEADLE PRIMARY SCHOOL

MARKING POLICY

The need for a Marking Policy

The policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent.

Aims of the policy:

- To be manageable for staff and accessible to the children.
- Relate to the Learning Objective.
- Involve working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- To inform future planning.
- Use consistent codes within Key Stages.
- To raise standards and be seen by children as a positive approach to improving their learning.

Language Work

- The Learning Objectives will determine the style of the marking used. The individual ability of the child whose work is being marked should be taken into account and will influence how the work is marked.
- The type of written work being undertaken will affect the style of marking. E.g. Creative Writing could be allowed to develop freely without too much emphasis upon spelling if the focus was vocabulary or paragraphs. Again, the individual ability and age of the child should be considered.
- The child's age and development level related to age should be considered.

Spelling

- As a general rule, children beginning to undertake free writing should be allowed to develop their written style and should be encouraged to experiment with vocabulary. At an early age the correction of spelling errors should be selective. Spelling errors should be underlined and the correct version written above or in the margin by the incorrect spelling. Mistakes then can be discussed with the child. As pupils progress through KS2, they should be encouraged to look up their own errors, which have been marked sp.
- As the child's written work progresses corrections to spellings should be written out 3 times by the child. Max of 3 words at a time.

Punctuation

- From Year 1, children will be encouraged to use capital letters and full stops in their free writing. As a child progresses through the school the child will be expected to use an increasing range of punctuation marks. Mistakes will be pointed out and the correct punctuation should be inserted. Work that is poorly punctuated needs discussing further with the child.

Maths

- Incorrect work should be marked with a cross. If possible, the part of the work which is wrong should be circled. The teacher may wish to explain the error in the child's book and/or see the

child to explain further. Work being corrected should be written out again by the child and should not have the answer erased and rewritten.

- Work should be checked frequently to avoid many repeating mistakes. If a child writes the question/calculation out wrongly, it should be circled and a question mark put by it.

General Points

- Marking should be carried out in a different colour to the child's work. This will usually be done in green or blue pen. Teachers will use codes to show different messages to the children. Codes are explained below.
- Good work can be rewarded at KS1 with stickers, and merits, headteacher stickers, end of term certificates or end of term Literacy and Numeracy Cups. At KS2 merits, assembly certificates, end of term certificates or end of term Literacy and Numeracy Cups could be awarded.
- The terms: WALT (we are learning to) and TIB (this is because) are used to outline the lesson objective(s) and purpose at the start of each lesson.
- The term: SC (Success Criteria) is used to identify Success Criteria for each lesson. This is displayed for pupils to check against as they carry out their work. This is also used for teachers to assess/mark the pupils' work.
- The teacher also uses a code to state whether the learning objectives have been met. They are **A** for achieved, **W** for working towards and **N** for not achieved.
- All pupils should be given opportunities to comment and reflect upon their work. For example pupils draw a smiley face to state they understand the lesson, a face with a straight face to state they need a little more help and a sad face to state they did not understand. If required, teachers will discuss pupils' opinions with them on an individual basis.
- Peer assessment and other methods of Self Assessment will also be set. For example: 2 stars and a wish.
- Pupils should be given time to read and consider the written feedback the teacher has provided, and should be encouraged, where appropriate, to respond to written feedback, either verbally or by writing a reply.

Teachers need to decide whether a piece of work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the Learning Objective.

Marking Work of Children with SEND: Dyslexia friendly Strategies




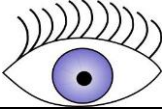

- The aims of Dyslexia friendly marking strategies are to ensure that; all children are assessed on the basis of their knowledge, that all children are aware of their achievements and areas for improvement and that the self-esteem of children is promoted at all times.
- Marking should identify both successes and areas for improvement. Even small steps in improvement should be celebrated with praise and other rewards to be used to encourage and promote self-esteem.
- In addition to using the marking codes outlined in this marking policy, there should also be an emphasis on oral feedback or a shared learning dialogue between the teacher/teaching assistant and child. This will ensure that there is a full understanding of what learning has been achieved and that the child and teacher are both aware of the next steps for learning.
- As with all children, self-assessment and self-correction should be encouraged.
- Spelling errors identified should be as appropriate to the child as possible. The Class Teacher will be aware of what the child should be able to spell and mark accordingly.




- The SENCO will provide extra guidance and support with marking and feedback with a child with SpLD or Dyslexia should it be required.

Cheadle Primary School Marking Code (Jan 2013)

Teachers may use any of the symbols below when marking children’s work or children can use these symbols when self or peer assessing the work. A, W, N will still be used at the top of a piece of work to show if the learning objective has been met, also teachers will indicate work if the piece of work completed was aided or independent. Teachers can also provide comments if they wish, comments should include ways to improve their work next time.

Marking Code

What the code means.	Code to Use
Capital letters (missing or used incorrectly)	CL
Punctuation is missing or used incorrectly.	Show circle with the correct punctuation mark inside.
Start a new paragraph.	//
Spelling mistake	Sp
Wow words!(Conjunctions, adjectives etc)	Wow!
Finger Spaces	
Come and see me for a chat	VF
Please try to write neatly on the line	
Sounding out/ spelling	
Read through and check work!	
Please work faster.	

I am pleased and you should feel proud of your work	
This work was completed as a group.	
Take more time with your work	

See separate child friendly marking code sheet.

Amended by L. Shropshall in April 2015 to include Dyslexia friendly initiatives