



Ss Alban and Stephen Catholic Junior School

Marking Policy

Adopted	June 2015
Review Date	November 2018
Date of next review	September 2020
Person(s) Responsible	Headteacher

St Alban & St Stephen Catholic Junior School

Marking Policy

Rationale

At SS Alban & Stephen Catholic Junior School we aim to develop confidence and to promote success and a sense of achievement through dealing with errors in a positive way.

Children learn best when they have a positive image of themselves and their efforts are praised and encouraged.

The way we mark children's work or orally comment on their errors can have a profound effect on the way children view themselves and their abilities.

Purpose

1. To help children with their learning by highlighting areas in which they are doing well and those which need further work.
2. To ensure that children receive praise and encouragement when what they produce is their best effort.
3. To ensure that work is matched to the ability of each child.
4. To check understanding and accuracy of the work.
5. To ascertain whether the child has applied their knowledge and made progress.
6. To ensure previous errors have been corrected.
7. To generate targets to improve the child's performance.
8. To clarify any misconceptions a child may have.

Guidelines

Staff will always deal with errors in a way that ensures that children retain a positive self image.

General marking

1. Work should be marked to reflect how children have met the learning objective and success criteria according to the task.
2. Written comments should be constructive, informative and encouraging.
3. Green pen should be used to mark work by staff.
4. All work must be marked and punctuation, spelling and grammar errors need to be addressed as per the marking code and this policy.
5. Handwriting and standards of presentation must demonstrate highest quality and that children value and take pride in their work which is consistent across the school.

6. Teachers' handwriting should be clear and of a high standard.
7. Success criteria, feedback and next steps are tailored to the needs of the children and form the targets for lessons.
8. Rewards, stickers, stamps, house points etc should be given to children who have produced good quality work and / or effort. Exceptional work should be sent to the headteacher for a headteacher's sticker.

Literacy marking

9. For extended writing pieces, pink and green highlighters should be used. Pink is for excellent work and green is for growth. There should be a comment on what the child did well as well as a next step for improving the writing.
10. Time should be planned in to allow children to make improvements / corrections to their work using purple pen to acknowledge teacher's comments and respond to next steps. (At the beginning of lessons and where appropriate.) **This is crucial in ensuring that children demonstrate progress.**
11. Peer marking can be used where children use success criteria to mark each other's work using a purple pen to their written work. If peer comments are written they should be constructive and initialed/ signed by the child. The method chosen for peer marking can be at teachers' discretion.
12. Any work that is not completed to the ability of the child should be signposted and appropriate time given to complete it.
13. A maximum of 3 spellings should be identified within the writing. The incorrect part is underlined and depending on the ability of the child; the correct version is written alongside, within the margin or the child is required to look up the word in the dictionary. Incorrect spellings could be identified by *sp* in the margin and underlined. Key words / high frequency words should be targeted for spelling and listed in the margin and may form part of a child's target.
14. Children should be encouraged as a part of the drafting process to read over their work and edit. Children should underline words they feel might be incorrect etc.
15. Once work has been marked children should be given time to re edit and redraft it.
16. Self-assessment should be used where appropriate, identifying where children have met success criteria.

Maths marking

17. A dot should be used by teachers to indicate an error in a child's work. Where a concept has not been understood a written comment may be more appropriate.
18. Children should self-correct their maths workbooks.
19. In the yellow jotters, throughout the lessons, adults will work with focus groups and indicate accordingly. Teacher – T and Teaching assistant – TA, identifying misconceptions and giving next steps through this targeted support.

Marking in other subject areas

20. Work should be marked with comments of R.E /History/Geog/ Scientific focus and any misconceptions noted and questioned and where necessary next steps given.

Monitoring

Subject leaders will check marking is consistent with this policy as part of their regular work scrutiny.

Adopted: November 2018 Signature of Chair of Governors / Headteacher:
Review: September 2019

Appendix I

Marking Code

- Pink to highlight success, green areas to develop when appropriate mainly extended writing / Big Write
- Sp-Spelling – underline in green write the correct spelling in margin (as appropriate) and child to write out 3x
- H- homophone
- C – find the missing or misplaced capital letter
- P – put in the punctuation or change wrongly used punctuation
- T – wrong tense
- //- New Paragraph
- S – find a synonym for this word
- PP – Purple Pen

Children's Responsibilities

- **Read my teacher's comments and feedback**
- Start from the margin and write on the line
- Use my purple pen to respond
- Always write the date and the LO and underline with a ruler
- Use all the paper
- Keep pages and book covers clean (no rips and doodles)
- Check my work against the success criteria
- Neatly edit my work