



SOHO PARISH PRIMARY POLICY

Marking Policy

Most recent review	March 2020	Next review due	March
Governor committee responsible	SAW	Written by	Robyn Churchman

Marking is an essential method of assessment of the progress and attainment of the children at Soho Parish. It informs staff, children and parents/carers of the achievements and next steps needed to be taken. The way in which a piece of work is marked is a method of communication with a child and provides them with ownership of their learning and progress. We therefore ensure that all marking is relevant, constructive and not onerous; for both students and teachers.

Aims

We aim to:

- Use marking as a teaching tool to inform children of their progress and next steps.
- Ensure that all marking is specific, not general. If written comments are given, they have a purpose and children will be given adequate time to respond.
- To use the school marking code consistently in each year group to ensure continuity
- To make effective use of peer marking
- To teach children to proof read, edit and improve their work
- To use marking as an assessment tool which will inform planning and interventions

In order to achieve these aims, the following principles are followed:

Whole school marking

- All written comments must have accurate punctuation, spelling and grammar.
- Written comments should be neat, legible and written in **green pen** (R-Y6) using the Letter Join font.
- All marking should be in a positive manner e.g. instead of 'Don't miss a line.' Use 'Write on this line next time.'
- Marking must give the directive e.g. Use a ruler./ Write an adjective to improve this sentence.
- Marking should only pose a question if the children have time to answer it in the next lesson.
- Supply teachers should write their initials at the top of the piece of work they are marking.
- Marking must be completed before the next lesson in that subject

Reception

- Adult handwriting in pupil books must always be a model of neat, pre-cursive handwriting.
- All work is dated and indicates whether it has been done independently or with adult support.
- Verbal feedback is given to all pupils to tell them what they have done well and what they need to do to improve – VF from the marking code is used to indicate this.
- In supported work, key words which are incorrectly spelt are corrected by an adult.

Key stage 1 and 2 English

- Adult handwriting in pupil books must always be a neat model of age-related expectations
- Teachers use the pink/green highlight system to show parts of the work that have met the learning intention (pink) and areas that need to be improved (green).
- Proof reading checklists are used to show the children the expectations for the lessons.
- Avoid 'Can you...?' as a general rule and ensure that pupils never answer teachers' questions other than by improving their work.
- Marking can and where possible should be done with the child present in the lesson as this has more impact and lessens work load.
- Comments like 'please finish' or a question for the child to answer must only be written when time is going to be allocated for it to be completed.
- Children with a pen license are expected to write and edit in blue pen.
- Children use the proof reading checklist to edit their work

Spelling Corrections

- The Sounds-Write model is used for spelling corrections. See examples of Sounds Write marking below.
thay - th_y
- Spelling should be marked sensitively so as not to discourage or dishearten pupils. Children are asked to correct a spelling they have been taught or should reasonably know.
- Expectations vary according to ability. In most cases, key words are picked out for correction. Spelling errors are underlined for children to correct above or in the margin. Words crucial to the meaning or sense of a text must be corrected.
- Errors in the spelling of key subject vocabulary must always be corrected. Reversed letters must be corrected.

Key stage 1 and 2 maths

- Teachers are expected to mark in green pen and children to use pink pen for peer assessment.
- Children respond to feedback in pencil.
- Correct work must be ticked; errors should be indicated with a dot.
- Reversed digits must always be corrected.
- Place value mistakes must always be corrected.
- If children write more than 1 digit per square this should be corrected once in a piece of work.

Marking Code

- The marking code is used consistently from Year 1-6
- The symbols are explained to pupils so that they understand and can respond independently
- The marking code is modified for according to the age of the pupils.
- The marking code is displayed in the classroom and stuck into the front of work books so that then children can refer to it whilst responding to marking
- Children respond to marking using either pencil or blue, depending on what they have been using to write with in the specific lesson.

Appendices











Appendix 1: Key stage 1 marking code

Appendix 2: Key stage 2 marking code

Appendix 3: Key stage 1 proof reading checklist

Appendix 4: Key stage 2 proof reading checklist

Appendix 1: Key stage 1 marking code

	Correct
	Check
	Missing letter or word
	Spelling
	Punctuation
	Above and beyond
	Check word
	Re-read
	Conjunctions
	Learning intention met

VF	Verbal feedback given
H	Help given to complete work

Appendix 2: Key stage 2 marking code

✓	Correct answer or LI met
•/○	Check this answer
^	Missing letter or word
—	Check this spelling
P	Add or change punctuation
//	New paragraph
✓✓	Above and beyond
[]	Check word choice or phrase
~	Re-read this to make sure it makes sense
∞	Join the clauses
LI✓	Learning intention met
VF	Verbal feedback given
H	Help given to complete work

Appendix 3: Key stage one proof reading checklist

Proofreading Checklist

Capital Letters (Start of a sentence, names, places, 'I')

Full stops . Question marks ? exclamation marks !

Commas in a list I bought an apple, a banana, a carrot and a pear.

Which tense have I used? Past Present

had, walked, said

am, is, walking

Appendix 4: Key stage 2 proof reading checklist

Proofreading Checklist

Capital Letters (Start of a sentence, names, places, 'I')

Full stops . Question marks ? Exclamation marks ! Ellipsis...

Commas in a list subordinate clause fronted adverbial

An apple, a banana, pear and a carrot Mount Etna, which is in Italy, is a volcano After the weekend, I go to school

Apostrophes Children's books James' computer Sophie's book

Their It was ~~their~~ ball there I left it over ~~there~~ they're They're coming to my party

Spelling rules

Consistent tenses

I was walking along the street and it is sunny

I was walking along the street and it was sunny

Added detail

Noun phrases, adverbs, adverbial phrases