

Marking Policy

Meir Heath Academy



Approved by: Mrs M Southern

Date: 16/10/17

Last reviewed on: Oct 2017

Next review due by: Sept 2018

General Marking (e.g. science, topic, grammar exercise, RE, comprehension)

The teacher should mark in red pen.

The teacher should mark to the objective depending on the subject.

The teacher will put a ✓ at the end of the work to show that the objective has been met.

The teacher will put a * in the margin at the end of the work for any child who needs additional input to address misconceptions. The teacher will maintain a note of these * (class register with date and subject) and address the need at the start of the next lesson.

The WALT (objective) should be written by the child at the beginning of the work (Y2 upwards).

The teacher should also pick out a couple of spellings and identified by sp x3 in the margin that are on the curriculum spelling list/ phonics/ appropriate to the year or level of the child and technical words related to the topic being taught e.g. river, seedlings, photosynthesis.

For these pieces of work, the children should be given time to read any comments made by the teacher and correct any spellings, but not expected to carry out any uplevelling.

For some pieces of work the teacher can initial to show the work has been scanned for inaccuracies, is complete, but not marked in depth.

Marking in GPS wherever possible will be whole class.

Homework should always be marked by T or TA. The teacher should ensure that at least once per half term all children's homework has been marked by the T and a positive comment / next step comment made.

Dojo stamps will be awarded by the teacher for 'Wow' work.

Maths

Using marking stations/ whole class marking children will pink and green by highlighting the answer and the teacher **will check** and **initial**.

If the child has not marked their work, then the teacher will mark in red pen with a ✓ or a . and may write a comment (can be congratulatory or next steps). The teacher will circle slips in a red pen. Corrections for slips should be either made next to the error or underneath in pencil.

During the lesson mini plenaries, interventions or next day teacher input will be given to pupils so that misconceptions are addressed.

Next steps should be part of the next lesson and can be addressed whole class, group or individually.

Marking Extended Writing

For Reception and Year One (or deemed appropriate for individual children) the teacher should use differentiated marking stickers to clarify the WALT (objectives).

From Year Two onwards for extended writing, including 'Big Writes', the teacher should prepare with the class a set of numbered objectives/ success criteria related to the text type.

The teacher will also add other objectives related to the key aspects of grammar/ punctuation linked to the curriculum and group/ individual expectations.

The teacher should mark the child's work specifically to the objectives in the sheet.

The objective sheet is not a 'continuous' list that is added to over the year, it should be specific to the objectives being taught in that unit.

The teacher should ✓ the objective seen on the sheet in the teacher column and then number or ✓ in the child's book where the skill is observed for the first time.

Next steps should be identified by the teacher and noted in the next steps box by indicating the number of the objective. *Where appropriate* the child will uplevel, using a blue pen, i.e. either within their writing or have another go at a sentence/ section.

The objective sheet can be used over a number of pieces and then glued in at the end of the process.

If the sheet is being used over time the children should date the teacher's column for the next piece of work to be marked.

The teacher may identify a key skill/ common error that needs to be addressed for that child and this too will be noted in the next steps box. For example if a child in Y3 continually uses a instead of an i.e. a apple, then in the next steps box the teacher will write uplevel a/an. The child would then be expected to find their errors in their writing and uplevel this in blue pen.

Marking Codes can be used in the next steps box and or in the margin where the error occurs:

^ missing words, P incorrect or missing punctuation, A capital letter, sp incorrect spelling, * additional teacher input needed, ✓ objective met, T – incorrect use of tense. A list of marking criteria should be displayed on the classroom wall.

The teacher will identify key spellings x3 in the margin and the child is expected to carry out corrections in blue, at the beginning of the next lesson/ or designated time.

Self-Assessment and Peer Assessment – Children must be given opportunities to **self-assess and or peer assess** (this is a skill that needs to be taught and practised).

The child will pink the objectives in their writing and on their column on the objective sheet. Using the objective sheet the teacher should identify a numbered objective (for the class/ group or individual and the child should 'green for growth' for that objective only.

Before the teacher has marked the work, the child will edit their identified green for growth (above) in the black pen/ pencil that they are using.