



## **Three Legged Cross First School Marking Policy and Procedures**

This policy gives guidance to staff on the purpose, types and frequency of marking.

### Aims

All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

### Purpose of marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- To set future targets

### Types of marking

- All work must be marked. All adults other than the classteacher must initial any marking.
- The teacher should mark all main teaching tasks with a comment relating to the learning objective and a target for improvement. The focus of the marking must be positive, i.e., what has the child achieved?
- All comments must be written in the school handwriting style.
- Team Points and stickers may be given for reward of effort.
- Children may, where appropriate, self mark work. The teacher will always review this marking. Presentation must be considered when this occurs.
- Ticks where work is correct, crosses or a dot where mistakes are made.
- Reflection time should be built into lessons for children to review marking.

Tasks will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Children will be informed in advance if this is the case.

### Colour of the teachers marking

The staff have agreed that all marking will be done in green and purple ink. Purple is used as affirmation of the learning and green is used to highlight targets and next steps.

### English

Teachers will mark relating to the learning objective and therefore there is no need to correct every spelling inaccuracy or misuse of punctuation. However, if the child is consistently making the same mistakes or if the spelling/ punctuation error forms part of the child's individual target, this must be brought to the child's attention. Marking should make regular reference to the child's individual target as appropriate to the task. Common spelling errors should be brought to the child's attention. The child should then practise the spelling either immediately or at another time. There is no need to mediate every word of a child's independent writing.

The teacher should generally mark with a comment relating to the learning objective, a comment relating to the target if the task is appropriate and/or a target for improvement. The focus of the marking must be positive, i.e., what has the child achieved?

e.g.,

*"You have used connectives in your sentences.  
Try to use lots of different connecting words".*

*"You have remembered to use adjectives to make your writing more descriptive.  
Try to use extended sentences to add more interest too."*

Reading comments should be in line with other marking with praise and next steps or a comment linked to the individual target.

### Maths

Work will be marked during the lesson if possible so the child can receive some verbal feedback. Calculations will be marked with a tick if correct or a dot if incorrect. If time allows, the child will be asked to correct work. A general comment relating to the learning objective, and with next steps if necessary, will be made by the teacher.

e.g.,

*You have used the numberline to count in 3s.  
Don't forget to write your numbers round the right way!*

*You have added on 9 or 11 by adding 10 then adjusting.  
Remember, to show your working out clearly.*

### Other Subjects

Science, RE and foundation subjects will be marked according to the learning objective with praise and next steps as appropriate.

### Codes used

Sometimes codes may be used to show support or challenge.

T

Teacher led task

TA

Teacher assistant support

i

Independent work

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle. This policy has been reviewed in line with the schools single equality policy.

This policy was written by the teaching staff of Three Legged Cross First School.

November 2005.

Review date: Autumn 2008

Reviewed March 2013

Reviewed January 2014

Reviewed October 2015