



## Appleton CE Primary School Marking Policy

Marking is part of our assessment for learning approach. For marking to be effective children must be able to respond to it and be involved in the process. We use marking to indicate to the children how well they have met the criteria for the task and to show them the next steps in their learning.

### Aims

- Marking is an integral part of the assessment process and is used by the teacher as a basis for planning future teaching.
- Marking will develop the child's pride in each piece of work.
- Marking will be clearly understood by the child or read to the child if necessary.
- Marking will be used in conjunction with clear oral feedback.
- Marking will focus on the success criteria or learning objectives of the task or child's own learning targets.
- Marking will be constructive, focus on the child's achievement and next steps in learning.
- Children's work may be marked by themselves, their peers as well as the teacher.

### Management

It is the responsibility of each class teacher or supply teacher to ensure that the work of their class is marked. Teachers should make every effort to mark work as soon as possible and before the children use their books again or continue with an ongoing task.

### Monitoring and Review

It is the responsibility of the Headteacher and Senior Management Team to monitor the marking in the school through work scrutiny and discussion.

### Strategies

- Teachers will clearly identify and share the learning objective for each lesson.
- Teachers will ensure children know the success criteria for each task.
- Teachers will focus their marking on the learning objectives or success criteria for the task or on each child's individual target whichever is most appropriate
- Teachers will mark in green pen

- Incorrect spellings will be highlighted by the teacher and corrected by the child
- Teachers will indicate in their marking comments when a piece of work is aided and not independent.
- Children are expected to read and respond to written comments and to correct their work.
- Children may be asked to assess their own work using the success criteria or against their own targets. They may be asked to assess other children's work (peer mark) using criteria supplied by the teacher.

### **Strategies for Foundation Stage**

Stickers are given as well as oral praise and feedback moving towards the strategies used for Key Stage One.

### **Strategies for Key Stage One**

#### **Maths**

- Correct answers are marked with a tick.
- A dot is placed against a sum where an error occurs and the child rubs it out and corrects it.
- A circle denotes incorrect orientation or confusion in place value of a digit.
- Tests are marked with a cross or tick
- Year 2 children work towards using a purple correcting pen

#### **Written Work** (English and all other subjects where is recorded in a written form)

- On a first draft significant spelling errors are identified for correction. This is progressive in intensity starting with appropriate high frequency words and phonic patterns in Year One and increasing as the individual child's skills develop.
- Where a spelling should be known by a child the error is underlined and the child is expected to correct the error independently. When a less familiar word is misspelt the word may be underlined and the correct spelling written above for the child to correct by copying.
- A wavy line underneath a phrase or phrases is used to indicate that this part of the writing needs to be read and corrected as it may not make sense or have punctuation missing.
- Circling is used to indicate missing or inappropriate capitalisation.
- Year 2 children work towards using a purple correcting pen.

## **Strategies for Key Stage Two**

A range of rewards (table points, stickers, star of the week awards) are used.

### **Maths**

- A dot is used to indicate lack of understanding or incorrect answer. Where a simple correction is necessary this will be expected. Where there is a lack of understanding the teacher may demonstrate a correction or ask the child to complete an example correctly following up verbal feedback or support.
- A circle maybe used to identify the point at which an error has occurred.
- A circle denotes incorrect orientation of a digit.
- Corrections are completed by the child in purple polishing pen.

### **Written Work** (English and all other subjects where is recorded in a written form)

- Spelling is corrected according to the age and stage of the child progressing in intensity as the child's skills develop.
- The misspelt word is underlined and the child corrects these in the margin.
- A question mark or a wavy line underneath a phrase or phrases or a vertical line marking a paragraph is used to indicate that this part of the writing needs to be read and corrected, as it may not make sense or may have punctuation missing.
- An omission mark or asterisk is used to indicate an omission.
- Children edit and correct their work using a purple polishing pen.

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