

St Paul's CE Primary School

Quarry Bank, St Paul's, Tarporley, Cheshire. CW6 0LA

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Marking Policy

We at St Paul's C of E Primary School believe that feedback and marking should provide constructive feedback to every child, identifying successes in meeting learning objectives and signposting next steps in learning for all; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Aims

At St Paul's C of E Primary School we aim to use marking to:

- Show that we value the children's work and, through praise, encourage them to value their own efforts
- Feedback to children on performance
- Support children's development by identifying next steps in learning.
- Ensure that the children understand what is expected of them.
- Ensure consistency across each key stage.
- Ensure basic English skills are consistently applied in all subjects.

Practice

- Lesson time should incorporate time for marking, feedback and reflection.
- Marking is used as a response to the work the child has produced. It may be acknowledgement, precision marking, specific marking, verbal feedback, peer marking or self-marking.
- The response can be verbal or written. Whenever possible, the response is immediate and shared with the child.
- Marking is in relation to how well the child has achieved the learning objective.
- The learning objective (To...) is clearly written on each piece of work.
- A secondary marking criteria may refer to aspects of the work outside the learning objective e.g. spelling or handwriting, and is used to maintain high standards.
- Marking is positive and informs the child what they need to do to improve their work, therefore raising their standard of achievement.
- The correct use of capital letters and full stops are always corrected from Y2 upwards, they will also be corrected where appropriate in Y1.
- Written comments will be used on extended or assessed pieces showing how a child has met the learning objective and their next step for improvement.
- Time must be allocated for children to respond to their marking prompts at the beginning of the next lesson or in first things first during registration.
- Teachers must indicate that they have revisited the child's response to their marking by initialling. Any further actions required will form next steps in planning.
- At points in certain lessons pupils will be encouraged to use teacher ticks (self-mark) as part of the on-going process of formative assessment.

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Teachers use green highlighter for celebration or correct answers and pink highlighter for incorrect answers or next steps. Written comments are in blue pen. They will show where the learning objective has been achieved. Corrections should be made based on individual children's needs. For example, it is not necessary to highlight every spelling mistake, especially where the same mistake is made several times. The focus for spelling corrections should be common words/high frequency words/key mathematical vocabulary/key scientific vocabulary/key topic words, A short written or verbal comment should be given for extended pieces of work and for all work in the 'write' stage of English units.

✓✓ Is used to indicate where a child has achieved the learning objective,
Yellow highlighter - indicates a spelling mistake. The correct spelling should be written in an appropriate space.

^ indicates a word has been missed out.

0 indicates missing or incorrect punctuation.

// - indicates a new paragraph is needed.

In KS1 teachers should model the correct spelling of a key word incorrectly spelt and the child should repeat the word three times eg. because _____

For spelling errors in Y3/4 teachers will write the initial letter of the word and ask children to write the word correctly three times. Eg. b - - -

In Y5 teachers will indicate the error with the yellow highlighter and ask children to correct it.

In Y6 teachers will ask children to find and correct their own errors, only giving support for more challenging or unfamiliar words.

Teachers may give more support for spelling than indicated where a child has SEN or a specific weakness in spelling.

Similarly if a child mixes up their b/d or writes their 5 the wrong way, their teacher should model the correct formation and the child should repeat the letter/number three times eg. b _ _ _ _

or 5 _ _ _ _

Marking Prompts:

Rewrite

Add

Explain

Correct

Define

Check

Apply

Complete

Expand

Simplify

Write

Increase

Use

Change

Choose