



MARKING POLICY

Status and Review Cycle:	Statutory / Annual
Policy reviewed and amended:	4.10.22 James Ashcroft
Next review date:	30.8.23
Governor Lead:	Mr Ceri Jones
Policy Holder:	Mr. James Ashcroft

MARKING POLICY

AIMS

- To encourage children to proof read their own work
- To be concise, positive and constructive
- To be relevant to the objectives of the lesson
- To be a continuous process
- To feedback to the pupil as soon as possible
- To be integrated into the reward system
- To allow easy transfer of marks to record keeping
- To monitor and moderate marking across the school and subjects by means of regular scrutiny of children's books
- To help develop a positive outlook to the work they are producing
- To help encourage peer review
- To help develop a growth mindset

IN PRACTICE

- Be constructive – point out errors and when possible, where improvements may be made in a way that makes sense to the child and the parents.
- Aim to **praise** as much as possible – praise is the greatest single motivator we have.
- Be neat, accurate, consistent and fair.
- Insist that all work done by a pupil is as neat as they can achieve (see Handwriting and Presentation Policy). **Staff should not hesitate in requesting that work be repeated if standards are not met whilst taking into account SEND.**
- Comments should indicate the measure of performance and should also be reflected in the rewards. Students are awarded tokens for the purpose of the House Score System – these are not to be used for the purposes of the Reporting System.
- Marking should relate to the aim of the lesson and the pupil's personal target where appropriate.
- The staff mark in green pens and the children make corrections in purple pens.

SPELLINGS

Marking can be one of the most significant strategies by which spelling can be improved. However, a consistent whole school approach is required which remains flexible with respect to the needs of the individual child. When teachers mark work, they will often be looking for things like how good the ideas are, how well the thoughts are organised, how well a lesson has been understood, how much research has been done, how clearly the pupil has expressed ideas, etc. The spelling, by itself, may not be the most important thing about the work. However, if a teacher is marking a piece of work for spelling, this will be explained beforehand. Teachers usually do not correct all of the spelling mistakes, because too many corrections may have a negative effect on the pupil's self-confidence. Errors are not corrected to criticise the pupil's work, but are done in order to show that a word is not spelt the way the pupil thinks. Teachers will try to help, by showing pupils where and how they can learn to spell better:

- When work is marked many spelling mistakes may be corrected. However, it depends very much upon the nature of the work and the individual's ability, as to the extent of correction, e.g. spelling mistakes may only be identified on the first page of a piece of work.
- Spelling mistakes should be underlined and, 'sp' put in the margin.

- At the end of the piece of work staff may put the mis-spelt word so that pupils could then correct the word themselves.
- If the same mistake is repeated, we only mark the error once.
- Subject specific words are often spelt inconsistently and are usually corrected each time.
- If a common error is discovered within a form, class discussion takes place. This might form the basis of a spelling test, but this is usually based on families of words, or words associated with a topic.
- If a well-known rule of spelling is frequently broken (e.g. i before e except after c), the rule and how to apply it should be pointed out.
- An able child will have most of his/her mistakes corrected.
- Those with spelling difficulties would have **key** words corrected.
- Children should be encouraged to proof read their own work, to notice and to question how words are spelt, and to extend the range of words they can spell themselves. The use of a personal word log is encouraged.
- Discretion will be necessary with pupils who have an Individual Education Plan (IEP).

GRAMMAR AND PUNCTUATION

- As with spelling, the marking of this should reflect the stage at which the children are at as individuals within the structured, developmental programme of work.

REWARDS

- Praise, stickers, stamps and tokens are used as rewards and encouraged throughout the school.
- Tokens are collected termly and added to the SPS House Score system.
- Certificates are awarded for endeavour as well as attainment across the curriculum.
- A cup is awarded to the house with the highest score at the end of the term an overall at the end of the year.

When an appropriate stage of development has been reached the use of symbols will help to promote consistency and clarity in our marking. Please consult the subject policies (e.g. in particular English and Mathematics) for guidelines on marking routines, symbols, change of coloured pen, self-assessment/ teacher assessment and so forth.

Example:

The Target	Symbol (written in the margin or by the target)	Action
Indicate a good point or correctness.	✓	Possible improvements could still be suggested.
Indicate an incorrect point.	✗	Discuss or write down correct answer.
Indicate that something doesn't make sense.	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a spelling mistake.	Underline the incorrectly spelt word and 'Sp' in the margin.	Write the correct word, first three letters or just 'Sp' in the margin. 3 key words may be chosen by the teacher to write at the foot of the page – pupil writes out the correction 3 times
A word, or phrase is missing.	Abs ^ ^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Indicate missing / incorrect punctuation	P	If possible put a few in so that the pupil can see where he/she has gone wrong.
Indicate that a new paragraph is required.	// NP	