

ST. ANDREW'S C.E. PRIMARY SCHOOL
Marking Policy



Meaningful

Manageable

Motivating

Teachers should model the school handwriting policy in their own marking.

MATHS

- Weekly 'challenge' mark with star symbol in pink highlighter (summer term for Year 1)
- Child responses to challenge mark to be in pencil
- Short comment may include don't forget to or remember to
- Short mark tick for a correct answer and cross for an incorrect answer
- Short mark can include stickers (should be used as a reward)
- VF Verbal Feedback with the reason alongside e.g. partitioning, layout, number formation
- Teachers to oversee the marking of all books

In addition, in Key Stage 2:

- Corrections to be written in green pen
- Calculations may be peer or self-marked, where appropriate

ENGLISH General Marking may include:

- Marking to be ticked and/or sticker (stickers may be used as a reward for effort and/or excellent work)
- Correcting key vocabulary (high frequency words) using the *sp* symbol, child to write the word three times underneath
- For older children, draw a wiggly line for the child to see the incorrect word with *sp.* in the margin. Children to correct spelling in green pen
- Correcting punctuation
- VF - Verbal Feedback with the reason alongside e.g. adjectives, presentation, letter formation
- Teachers to mark all books

Key Stage One Key Essentials:

- Neat handwriting (pre-cursive moving into cursive)
- Correct layout
- Finger spaces
- Sentence: capital letter and full stop
- Correct spelling of high frequency words

ENGLISH Quality Mark

Quality marking should be for the end product of a unit of work, or a piece that lends itself to this form of marking. This may be weekly or fortnightly, as appropriate.

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Highlighting

- **Green** = evidence in writing that meets the area of focus for the lesson/week
- **Orange** = elements of the writing that need to be improved or changed
- **Orange** highlighted work may require editing at a later stage
- Do not overuse either colour
- Do not highlight **Green** for elements that are non-negotiable (unless this is an area of focus for the individual)

Success Criteria

- If this is beneficial (but not restricting) use them
- SC should be stuck in the book underneath the date and LO
- SC could be differentiated
- SC should *not* have more than 3 objectives (keep them precise)

Final comment

A short praise comment and where necessary, 'next time, remember to...'

CODES/STAMPS

- GG = Guided Group (with teacher)
- VF = Verbal Feedback
- SP = spelling

EXAMPLES OF PRAISE COMMENTS

- Great example of . . .
- Well done for using . . .
- Accurate punctuation used here
- Effective use of . . .

TAs and LSAs in English and Maths

- TAs to use stamper when they work with a child/group
- TAs can annotate/correct mistakes in children's work for a focus group (to be guided by the teacher) e.g. number formation, demonstration of correct method
- TAs only tick for the group they have worked with, they do not write a comment
- TAs do not write an end/praise comment

Reviewed: Autumn 2019

Approved by: Curriculum Committee

Next Review Due: Autumn 2020

Monitored by: Headteacher

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