

Marking Policy

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Last review date	May 2018
Next Review date	May 2021
Review Cycle	3 Years
Statutory Policy	No
Publication	Website. Sharepoint/Policies

Marking Policy

General principles

1. Marking should be undertaken in green ink for permanent staff – supply teachers should use red ink.
2. Mark children's work in consultation with the child whenever possible.
3. Reward positive achievement wherever possible.
4. Provide encouragement by writing positive comments or symbols. Comments should be meaningful. Use happy/sad/straight faces for young children as a way of them understanding the assessment of their work.
5. Use special rewards, e.g. stickers, dojo points etc. as and when appropriate.
6. Provide realistic targets for children to achieve. Each class to work on their own individual targets.
7. Identify strengths and weaknesses - discuss these with the child whenever possible - plan next stage in child's/children's learning.
8. Use marking strategies as an aid to assessing children's work.
9. Expectations of standards should be made clear to the children.
10. When appropriate, marking should tell the child how to improve work – regular, detailed comments will be discussed while working with each child/group of children. New targets for development will be set to support progress.

English

Y2 upwards - Teach children to use a thesaurus and encourage them to use it independently to broaden their vocabulary.

Encourage children to read through their work and self-correct their own work.

The drafting process should allow the child to make amendments, alterations or additions in response to discussions with the teacher.

Most Y6 children should be encouraged to correct their own draft and present work without teacher input.

Spelling

Re-write some of the words which are misspelled, above the mistake. (From Y2, if capable).

With capable pupils, teacher may put a line under misspelled word and pupils to find correct spelling from a dictionary.

A recurring error should only be corrected once. Individual errors should be consistently targeted as a natural part of classroom practice.

Use a word book to assist spelling.

Encourage children to refer to a dictionary.

The children will use spell checkers on computers where appropriate.

Punctuation

Specific points of punctuation are taught in literacy lessons and these points would be highlighted in children's work when appropriate. It is recognised that a degree of maturity is required for more complex concepts to be established. (e.g. speech marks, apostrophes).

Maths

Y2 upwards - inaccurate calculations will be marked with a (c) where a correction is required followed by a tick when the correction is right.

Upper KS2 children should re-write corrections under the heading Corrections.

Lower KS2 children correct at the side when there is space.

KS1 children correct underneath the error.

Discussion with the child/group/class will take place as possible and appropriate.

Presentation/Handwriting

KS2

Every piece of work should have a title and a date, e.g. 3rd March, and should be underlined with a ruler. Date should be written on the left, starting by the margin. A space should be left between the date and beginning of work.

Handwriting should be neat and legible with clear ascenders and descenders. A cursive style should be used. Children should join their writing as soon as they can form their letters correctly. Where necessary children should be given additional support with letter formation.

Ink pens (such as Berol Handwriting pens) will be used as the teacher considers the child is ready. Ball-point pens should not be used in neat work. Ink cartridge pens should not be used in any circumstances.

Y1/Y2

Children will date work in shortened form. Children will be expected to start to date their work with day + date + month by the third term of Y2. Date will be written on the left, starting by the margin.

Handwriting should be neat and legible with clear ascenders and descenders. Writing on a line will enable this. Y2 should be encouraged to join their writing as soon as they can write their letters correctly.

Early years/Reception

If it is necessary for a piece of work to be dated, the teacher will date it. Maths will be dated in the shortened form. Children will write the date occasionally and will date their work more regularly when the teacher feels it is appropriate to do so.