



Policy Adopted	Jan 2019
Last Reviewed	Jan 2023
Next Review	Mar 2025

Holt Community Primary School **Marking Policy**

Aims

We aim to:

- Provide consistency and continuity in marking throughout the school.
- Improve standards by encouraging the children to try their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

Principles of good marking

Good marking should:

- Be positive, motivating and constructive.
- Be at the child's level of comprehension.
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular.
- Relate to the learning objective or targets set for that child.
- Indicate how to improve their work.

Rewards for good work

A variety of rewards are used to encourage good work. These include special mentions, merits, writing trophy, stickers, smiley faces etc

Types of marking

Verbal feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given if related to written work by writing the next step at the bottom of the piece of work.

Summative marking

This usually relates to closed exercises where the answer is either right or wrong. Correct answers are ticked or highlighted in GREEN.

Incorrect answers are highlighted in YELLOW.

This type of work can also be marked by the children as a class or in partners.

The learning objective for the piece of work can also be highlighted in Green if the objective has been achieved.

Formative marking

Some key pieces of work will have more in-depth marking than other work. For example best writing or a piece of work at the end of the unit. This marking should follow the format of two stars and a wish.

Step 1 – Show success

Praise should be given as an important recognition of work done. This should include one or two positive comments which refer to the learning objective, personal targets or comments in previous marking.

Eg. – well done for remembering your finger spaces.

A Green highlighter can also be used to highlight examples of good work.

Step 2 – Indicate improvement

Each piece of work should have a next step which shows them how to improve their work. This should be set at the child's level and linked to the curriculum (use mark ladders or Assessment Framework for guidance).

Eg – Next time – Remember to start each sentence with a capital letter.

A yellow highlighter can also be used to indicate an area that needs improvement.

Step 3 – Make improvements

Children should be given time to respond to the comments made by the teacher.

Their response should be written using a pink pen.

Step 4 – Remind the children of their next step

Before the next piece of work remind the children of the next step from their last piece of work.

Correcting handwriting, spellings and grammar

Handwriting, spellings, grammar should be corrected at the level of the child.

Spellings or grammar errors should be corrected if that child would be expected to get them correct or it has recently been covered in phonics/grammar/handwriting lesson. If the child is working at the level of an emergent writer then the writing is annotated underneath.

Errors can be highlighted in yellow or spellings written correctly above.

Some marking keys are used

Sp – spelling error

// - new paragraph

^ - missing words

I – independent work

Approved by the Curriculum Committee – 18th Jan 2023