

## **GUIDELINES FOR MARKING WORK**

Approaches will vary according to the individual child's development, age and stage of learning and teachers have discretion to mark according to their professional judgement of individual pupil's needs. However, it is expected that effective marking for most children will become more complex and demand more detailed and insightful responses from the children as they progress through the school.

Children will be actively taught the skills to self-evaluate and we consider that an increasingly sophisticated ability to assess their own learning is an essential part of their learning journey.

Work in all subjects will be marked against the learning objective and could include a written comment. The following coding will be used by the learning objective for quick reference:

A – learning objective achieved

P – learning objective partially achieved

N - learning objective not yet achieved

The work of younger children will be marked with one, two or three asterisks to indicate success:

\*\*\* learning objective achieved

\*\* learning objective partially achieved

\* learning objective not yet achieved

In all subjects, the following coding may also be used in marking:

1:1 – work supported by teacher or other adult

VF – verbal feedback given to pupil

In the early years, the words 'with support' or 'independent' may indicate level of support given.

## **WRITTEN TASKS**

### **Writing**

- With emergent writing, if the work is written entirely independently, minimal correction may be used or if the teacher feels it is warranted, the story may be re-written by the teacher.
- As children become more fluent and confident a greater number of corrections in spellings, punctuation and presentation can be made.
- For extended writing, underlining in blue and positive comments ('brilliant blue!') and underlining in green (for growth) and 'next steps' comments will be used.

### **Spelling**

- Tricky words / high frequency words / class spelling words will be underlined and corrected according to the individual child's needs and ability.
- Children may be asked to practice these at the end of a piece of work.

### **Punctuation**

- Capital letters and punctuation mistakes and omissions will be circled and corrected as appropriate. Children may also be asked to self-correct
- ^ denotes a missing word.

- // denotes that a new paragraph is needed.

### **Handwriting**

- Mixed capital/lower case letters, reversals and full stops need to be corrected from an early stage.
- Incorrectly formed letters should also be highlighted and children may be asked to practice these again.
- Correctly joined and neat handwriting will be celebrated. Children may be asked to practice joins or rewrite sections of work which contains errors such as spacing and size.

### **MATHEMATICS**

- Indicate errors using a dot or a 'c'.
- Tick when correct.

### **RE / HISTORY / GEOGRAPHY / SCIENCE / DT**

- Comments might be made for both knowledge and understanding of content and literacy skills.

### **ART / MUSIC**

- Feedback through written comments, stickers and house points may be used.
- Feedback might also come in the form of comments from other children after a performance or presentation.

### **PEER ASSESSMENT**

- Peer assessment will be encouraged from the start and might take the form of verbal or written comments.
- Children will be taught how to assess the work of other children in a positive, motivating and encouraging way.
- Children must be given very clear criteria by which they can comment on the work of other children (eg achievement against learning objectives or success criteria).
- Teachers are encouraged to give children opportunities to practice these skills within their own class and sometimes with other classes.