



Marking and Next Steps Policy

Reviewed by Headteacher	10th October 2019
Next Review (4yrs)	Autumn 2023

RATIONALE

The school believes that:

- Effective marking of pupils' work is an essential part of the teacher's assessment procedure
- Marking can contribute positively to children's learning.
- Marking is important and so time for marking should be carefully organised

AIMS

This policy is designed:

- To provide guidance for all teaching staff
- To provide a common framework for marking children's work
- To help teachers to recognise the school's rationale for marking pupils' work
- To ensure that marking is motivational and constructive
- To enable children to know and understand the next steps in their learning

It is important that children are aware of what has to be learned and that their progress is monitored. It is also important that they are supported and encouraged and receive constructive feedback on how they are doing.

Marking will take place against clear learning objectives. Comments on children's work will address the learning objectives. These objectives are always clearly communicated to the children so that they are aware of what has to be learned and why.

Marking and marking procedures are checked as part of the school's monitoring cycle.

PRINCIPLES OF MARKING AT ST JOHN'S

1. It is a principle that all pieces of work are marked. However, there will be notes, jottings and drafts that are not presented in pupils' books that do not require marking.
2. Marking should be fair and consistently applied by all staff including newly appointed staff and supply cover.
3. Marking should be positive, constructive and sympathetic without ignoring areas of weakness in the child's work.
4. Marking in all curriculum areas should be used to develop children's spelling, punctuation, grammar, vocabulary, sentence construction and presentational skills.
5. Marking should be sensitive to the special needs / dyslexic tendencies of individual pupils.
6. Where appropriate, marking should clearly state individual's specific next steps.

GUIDELINES FOR MARKING:

1. All adult marking should model the expectations of the children: neat joined handwriting, appropriate vocabulary, correct spelling and grammar.
2. Pupils may mark some of their own work, especially during a taught session as a means of monitoring personal progress. This should not serve as a replacement for regular teacher review of pupils' workbooks. Pupils should mark/edit/improve in purple pen to make it clear that it is their marking. They may add their own evaluation comments if appropriate.
3. Pupils may peer mark each other's work to a given objective. This should be also done in purple pen and initialled by the child.
4. Support staff mark appropriate work as part of their everyday duties following this policy.
5. Marking is most effective when the child is present; especially for the youngest children. Teachers should take this into account when they are planning lessons. Guided work provides an opportunity to provide pupils with feedback as they are working.
6. During maths lessons, teachers may *spot mark* to determine that the objective has been met.
7. Crosses may be used to indicate that a calculation is incorrect.
8. In extended writing tasks, teachers should pay attention to pupils' individual targets when giving written feedback.
9. Teachers should provide time for children to read comments on their work. They should ensure that the child's reading ability is taken into account when they give written comments.
10. Teachers should provide time for children to act on any advice indicated in the marking: e.g. to practise a spelling, correct a calculation.
11. In written work we recommend that teachers should correct about 3-5 spellings on each page. The emphasis should be on lowest order errors that a child has made.
12. Teachers mark in green pen.
13. Teachers put stickers and other merit awards on pupils' work to promote self-esteem and motivation.
14. Adults should indicate the level of support given:
 - Eg:
 - I = independent
 - T= teacher support
 - TA= teaching assistant
 - SS= sentence starters given
 - C= connectives given
 - D/T= dictionary/thesaurus

NS= number square

E= equipment in maths

15. Teachers use the following symbols to assist pupils in improving their written work for example:

- a. Double ticks within the text represent 'wow words'.
- b. CL in the margin indicates that a capital letter has been omitted.
- c. Sp in the margin indicates that a spelling error has been made and the incorrect word is underlined. Children correct this word 3 times in the margin. For tricky words, teachers may write the first few letters or the whole word.
- d. () round a phrase or sentence indicates that it should be re-drafted.
- e. P in the margin indicates a punctuation error/omission on that line.
- f. t in the margin to indicate the wrong use of tense.
- g. Teachers will provide a comment that includes a constructive positive comment and a specific next step.