



**Market Drayton Town School  
Collaboration  
Working Together in  
Partnership**



**Marking Policy**

*ANY SECTIONS THAT ARE IN ITALICS ARE FOR EACH SCHOOL TO AMEND/DELETE AS APPROPRIATE.*

**1 Aims:** To promote consistent standards of marking and common methods from one teacher to another and across phases.

**1.1 We mark children's work:**

- \* To assess and monitor children's progress.
- \* To encourage pupils to reach their potential - providing challenge.
- \* To provide feedback - this could be verbal or written.
- \* As instruction - towards improvement.
- \* To acknowledge and value pupil's effort.
- \* To celebrate children's work.
- \* To open up a dialogue as a basis for discussion.
- \* To acknowledge and reinforce purpose of the activity.
- \* To identify possible teaching points.
- \* To plan for future work.
- \* To help children begin to reflect upon their own work.

**1.2 We will:**

- Give children time to respond to marking/feedback and or targets as appropriate to the age of the child on a regular basis e.g. children to improve work/initial when read.
- Wherever possible make positive comments and compliment children on aspects of their work which reflect their expected level of achievement, however comments which are merely congratulatory should be avoided e.g. 'Well done!'.
- Encourage children to evaluate their own work or that of a peer against success criteria and to comment upon it. *Children could put a smiley face next to the WALT/WILF sticker OR mark their own work with coloured pencil, for example, circle the capital letters at the start of the sentence in one colour, full stops in another colour.*
- Use appropriate verbal and written comments, linked to Learning Objectives
- Display success criteria (*WALT/WILF*) for the children.
- Reflect the Learning Objective for the lesson in our marking. (*linked to WALT and WILF*)
- Strike a balance between effort and improvement in our marking of children's work.
- Review our marking policy every three years.



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## 2 General

- Dating Work: *Short date on all work/Long date in literacy. This will be put on by the teacher for the youngest children and children will be encouraged to write the date themselves when they are ready to do so. It is the teacher's responsibility to make sure that the work is dated.*
- The class teacher will mark in **GREEN** pen.
- Cover supervisors/Supply teachers/TAs will mark in **BLUE** pen and put their initials.
- Handwriting used for marking should be appropriate to the level the majority of the children in the year group will be working at and legible, fitting in with the handwriting policy.
- The teacher focus group does not need to be marked in detail, as most of the feedback will be during the lesson. See symbols below.
- Groups that have worked independently should be marked in more detail against the success criteria (*WILF*).
- *Symbols used (e.g. for full stops, capital letters) can be put on stickers with a tick by each symbol if they have been used. A circle can be placed around for 'next steps'. They should also be displayed on the wall or tables to aid children when working.*
- Marking should be against *WILF (What I'm Looking For)/success criteria*. If it is appropriate the child can mark their own work against *WILF/success criteria* and the teacher can put a tick if they agree.
- When appropriate, children will initial the comments from adults to show that they have read them.

### KS3:

- KS3 exercise books must be marked at least every 2 weeks except around assessments. These do not need to be leveled, but suitable targets that develop progress should be given. Remember a target that informs and engages pupil is the best - i.e. get a student to re-read work and pick out 3 points.
- Spelling (as appropriate to the subject) and punctuation is to be corrected, with annotations made in red pen for the children to self-correct. Key spelling are to be written 3 times in exercise books or homework books to learn.

The symbols attached in the appendices are differentiated, although the first sheet contains the majority of the symbols that are used from reception onwards.



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Symbols to put on work to show the level of support:

- Ⓘ Children have worked **INDEPENDENTLY** (against learning objective/success criteria)
- Ⓓ **TEACHER FOCUS GROUP**. This work **does not** need in-depth marking as most of the feedback will have happened during the lesson.
- Ⓙ Teaching Assistant focus group
- Ⓥ Verbal feedback given
- Next Steps (to be given from teachers and teaching assistants)
- Ⓒ *Child-initiated (Reception)*

### Maths

- (in red) = Correction that you want the children to do

If an answer is incorrect put the right answer or a dot for children to make corrections. Avoid excessive use of crosses as these are negative, a maximum of 3 in a row should make you aware that the child has had some difficulty with the learning objective.



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These symbols tell me I have used or need to add...



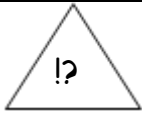
Finger Space



Capital Letter



Correct spelling or a word I am unsure how to spell



Punctuation (Punctuation needing checking can be put in triangle)



Connectives



Powerful vocabulary (Adjective, powerful verb/adverb/simile)



Power opener ( , ing, ly words)



New paragraph



Good use of success criteria e.g. adjective



Very good use of success criteria e.g. adjective



Time connective



Does it make sense?



Something is missing


**RED** pen means go back and improve my work.



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These symbols tell me I have used or need to add...

	Correct spelling or a word I am unsure how to spell
	Punctuation (Punctuation needing checking can be put in triangle)
	Connectives
	Powerful vocabulary (Adjective, powerful verb/adverb/simile)
	Power opener (  , ing, ly words)
	New paragraph
	Good use of success criteria e.g. adjective
	Very good use of success criteria e.g. adjective
	Time connective
	Does it make sense?
	Something is missing

**RED** pen means go back and improve my work.



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These symbols tell me I have used or need to add...



Finger Space



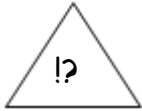
Capital Letter



Sound out words



Correct spelling or a word I am unsure how to spell



Punctuation (Punctuation needing checking can be put in triangle)



Connectives



Powerful vocabulary (Adjective, powerful verb/adverb/simile)



Power opener ( , ing, ly words)



Time connective



Does it make sense?



Something is missing

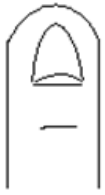
**RED** pen means go back and improve my work.



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These symbols tell me I have  
used or need to add...



Finger Space



Capital Letter



Sound out words



Full stop



Wow word

- Powerful vocabulary



Time connective



Something is missing

**RED** pen means go back and improve my work.