



Newall Green Primary School

Aiming High To Reach Our Goals

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Marking Policy

Document Control	
Title	Marking Policy
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Amendments	<ul style="list-style-type: none">• New Literacy/Maths marking codes added• Updated 'cold write' and 'hot write' marking requirements• Added non-negotiable marking requirements
Related Policies/Guidance	<ul style="list-style-type: none">• Early Years Teaching & Learning Policy (2018)• Teaching & Learning Policy (2018)• Literacy Policy (2017)• Maths Policy (2016)
Review	3 year January 2022

Approved by: [Elizabeth Pattenden] **Date:** [22.1.2019]

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Marking Policy

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1. Rationale

To ensure that all children have their work marked in such a way that will inform future teaching and learning and therefore is likely to improve learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking of children's work will reflect the Mission Statement, the Code of Conduct and the aims and objectives of the Teaching and Learning Policy

2. General Marking Guidelines

Effective marking aims to help children learn and comments should be positive and constructive to take the child forward in his or her learning, and should refer specifically to the learning objective; class targets and the child's individual targets. Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

- Always mark in **green** ink.
- Teachers should follow the school handwriting policy when marking work.
- All work should start with a date and title which is normally a WALT/Learning Objective. In Year 1 the children need to write the date themselves by Summer 1. All work must be dated by the children from Year 2 onwards.
- Marking is sometimes done while a task is being carried out and through discussion between child and teacher. Teachers should endeavour to mark the children's books before the next session – particularly in Literacy and Numeracy. Occasionally, this may not be possible.
- Children should regularly be set next steps which they need to use in future work. The children's Literacy and Maths targets are in the back of their books and work should be marked to these targets as much as possible.
- Children who are just beginning to write may have their work scribed below in order to make sense at a later date.
- If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to ask the child to redo part or all of the work.
- Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking.
- Presentation of work should be checked and teachers should comment on poor presentation and ensure children improve this next time (NOTE: this is not to be confused with pupils who have poor handwriting/motor skills).
- Self or peer marking is encouraged, children should be given opportunities to annotate their own work and that of their peers
- Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability.

3. Specific Mathematics marking requirements

- **Marking codes** – Please see Maths marking codes on page 3 to show the marking codes used in each key stage.
- There is usually a right or wrong answer in maths. A dot or circle around the wrong answer should be used rather than a cross or series of crosses.
- Whenever possible, children should be asked to correct incorrect answers by writing a new answer (rather than crossing out the original answer).
- Incorrectly formed numbers should be identified and children asked to practise writing them correctly.

4. Specific Literacy marking requirements

- **Marking codes** – Please see Literacy marking codes on page 4 to show the marking codes used in each key stage.
- **Marking cold writes** – Teachers look through children's cold writes to identify their targets. They then plan lessons and group the children based on what they need to work on. In children's books teachers need to write VF (Verbal Feedback) to show they identified their targets and planned follow up lessons. Teachers also need to indicate what target they discussed with the child e.g. paragraphs, capital letters, conjunctions. This could be a word or a symbol written in the child's book, on the lesson plan, in separate notebook etc. This may need to be handed in during a book scrutiny.
- **Marking hot writes** – Pink and green highlighters are used to mark hot writes. Green identifies something a child has done well and pink identifies an area of development.
- **Marking other lessons** – Teachers should acknowledge the work by ticking, stamping or providing a brief comment. Provide a next step if appropriate.
- **Non-negotiables** – Each year group has a set of non-negotiables which are the basic expectations for writing. If children have not met the non-negotiables in a piece of writing, teachers should use a yellow highlighter to identify what they have missed within their work e.g. finger spaces, full stops, spellings of common exception words. This is not to be used for every piece of writing but must be used in at least once piece of work per Literacy unit (usually between 1-3 weeks). It may sometimes be necessary to use the non-negotiables from a previous year group. Please see page 5 for the list of non-negotiables.

5. Reddit pens / purple polish pens

- In Literacy and Numeracy, all children in KS1 and KS2 have a 'reddit/purple polish' pen. This is a red/purple pen which is used to edit/improve/correct their work.
- It is important that children are provided with time to correct the mistakes which the teacher has identified. They should also have time to improve their work before it is looked at by their teacher.
- The pens can also be used by the children to respond to their next step targets.
- Teachers must provide 'fix-it' time for the children to edit their work – this could be at the start/end of the lesson, a morning activity etc.

6. Marking non-core subjects

- Marking of non-core subjects will focus on the basic skills of the lesson as well as basic writing skills. Children are expected to produce the same quality writing/work in their non-core books as they do in their Literacy/Maths books.
- Teachers should acknowledge each piece of work by providing a brief comment and/or stamp. Next steps should be provided when appropriate.

7. Mathematics marking codes

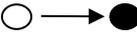
EYFS Mathematics marking code	
	Correct answer
	Incorrect answer
	Target or next step
S	Support from an adult (explain what support was given)
I	Child worked independently
ST	Marked by student teacher
Supply	Marked by supply teacher
TA	Marked by teaching assistant

KS1 & KS2 Mathematics marking code	
	Correct answer
	Incorrect answer
	Target or next step
T	Support from a teacher
TA	Support from a teaching assistant
VF	Verbal feedback
PM	Peer marked
ST	Lesson taught by a student teacher
Supply	Lesson taught by a supply teacher
TA lesson	Lesson taught by a teaching assistant
  	Self-assessment
Use your 'redit' pen for your corrections	

8. Literacy marking codes

EYFS Literacy marking code	
	Something you have done well
	Target or next step
S	Support from an adult (explain what support was given)
I	Child worked independently
<small>word underlined and correct word written above</small>	Word is misspelt (do this if it unclear what the word is)
ST	Marked by student teacher
Supply	Marked by supply teacher
TA	Marked by teaching assistant (Reception only)

KS1 & KS2 Literacy marking code	
 or 	Something you have done well
 or 	Target or next step
sp	Check the underlined words using a dictionary
GW	Guided write with a teacher
TA	Support from a teaching assistant
VF	Verbal feedback
ST	Lesson taught by a student teacher
Supply	Lesson taught by a supply teacher
TA lesson	Lesson taught by a teaching assistant
Use your 'redit' pen to edit and improve your work	

KS1 marking symbols	
	Left to right orientation
	Letter formation
	Pencil grip
	Finger spaces
	Listen for sounds
	Full stops
Aa	Capital letters
	Ascenders and descenders
	Conjunctions
	Time conjunctions
join	Joining
. ! ? ,	Punctuation
	Write on the line
	Wow words/adjectives

9. Non-Negotiable Criteria for Writing Years Reception to 6

<p>Reception Approx Point 13</p>	<ul style="list-style-type: none"> ▪ Correct Letter Formation ▪ Finger Spaces between Words ▪ Own name spelt correctly ▪ Correct pencil grip ▪ Spellings are phonetically plausible (evidence of phonics learning used)
<p>Year 1 Approx 1E</p>	<ul style="list-style-type: none"> ▪ Writing should be on the line ▪ Child able to check that their writing makes sense
<p>Year 2 Approx 2E</p>	<ul style="list-style-type: none"> ▪ Capital Letters used for Names, Places and Starting Sentences ▪ Full stops used accurately ▪ Correct spelling of Y1 common exception words ▪ Cursive letter formation ▪ Conjunctions 'and' and 'because' used ▪ Simple adjectives used
<p>Year 3 Approx 3R</p>	<ul style="list-style-type: none"> ▪ Conjunctions 'so' and 'if' used ▪ Use commas for lists ▪ Use ? and ! accurately ▪ Correct spelling of Y2 common exception words
<p>Year 4 Approx 4R</p>	<ul style="list-style-type: none"> ▪ Date and WALT spelt correctly and underlined ▪ Joined, neat handwriting ▪ Use accurately - apostrophes for possession and direct speech and inverted commas for direct speech ▪ Correct spelling of Y3 common exception words ▪ Use paragraphs effectively
<p>Year 5 and 6 Approx 5R</p>	<ul style="list-style-type: none"> ▪ Correct spelling of Y4 common exception words ▪ Produce minimum $\frac{3}{4}$ of A4 for a big write ▪ Achieve Pen Licence ▪ Use tenses accurately ▪ Use adverbs ▪ Use ambitious adjectives