



Sand Hutton and Warthill Federated
Church of England (VC) Primary Schools

Marking and Editing Policy - 2017

See also supporting documents:

Teaching and Learning Policy

Marking Codes Amended 2017

Rationale

Marking of children's work is a vital part of the learning cycle and promotes AFL (Assessment for Learning), therefore the underlying principles of this policy for marking are:

- to recognise achievement
- to move learning forward by identifying 'next steps'.
- to recognise effort and enhance self esteem
- to give feedback about learning objectives/outcomes
- to relate the teacher's expectations to the child's output.

Aims

Children's work will be marked in such a way that it provides children with information about how well they are doing in respect to the learning intention and what they need to do next to make progress, develop and improve.

Teachers will provide marking that :

- celebrates the successes, effort and achievements of the individual
- should be specific, meaningful and manageable
- can be written or verbal
- should be in recognition of the child's work on the task and may include verbal, self or class marking.
- should be objective lead
- should indicate how the work could be developed
- should be clear to the child
- the timing, depth and detail need to be appropriate for the piece of work and the particular child

Teachers may wish to comment on other more general aspects, i.e. basic skills. Although these are important and contribute to the overall standards and presentation of work they should not detract from the focussed marking which will move the children's learning forward.

Teaching assistants when working with an individual child or group may provide additional feedback to pupils using the agreed format.

The Editing Code

In order to encourage children to look at their own and others' written work critically we expect them to work with an editing/redrafting code. The shared editing code is used by the teacher when marking and the child when proof reading. Pupils may work individually, with a writing partner or within a guided writing group to edit work.

The complexity of the editing code is dependent on the age, knowledge and understanding of the child.

Content Editing

Helps children to:

- Evaluate their own writing. Feel in control of their own writing.
- Understand how to write as readers and read as writers.
- Improve the standard of their writing.
- Helps them to value writing as an activity.

Learning how to draft effectively is a complex process, which takes time. Children can begin to learn about aspects of the drafting process in Reception and Year 1 and build up their knowledge as they move through the school.

Reception

- Orally retell a story or rhyme to a partner or group in sequence
- Know that letters are the right way round and correctly formed
- Use phonic knowledge to check spelling of words.
- Have you used a full stop

Year 1 and 2

- Read it to yourself
- Get your partner to read it back to you
- Can you read what has been written?
- Are the letters the right way round and the right shape?
- Are there finger spaces between words?
- Are all the full stops and capital letters in the right places?
- What does it tell us? Does it sound right?
- Are there any 'Wow' words, good connectives and openings?
- Can you spot any spelling mistakes? Use phonic knowledge to check
- Is there a 'Sizzling sentence'?

Year 3 and 4

- Read it to yourself
- Get your partner to read it back to you
- Can you read what has been written?
- Are the letters the right way round and the right shape?
- Are there finger spaces between words?
- Are all the full stops and capital letters in the right places?

- What does it tell us? Does it sound right?
- Have you/they stuck to the **purpose of the writing**. i.e. **Is it persuasive, descriptive?**
- Have you/they used paragraphs to structure the writing?
- Have they/you written in the right format: diary, letter, report?
- Are there any 'Wow' words, good connectives and openings?
- Can you spot any spelling mistakes?
- Is there a 'Sizzling sentence'?

Year 5 and 6

- Read it to yourself
- Get your partner to read it back to you
- Can you read what has been written??
- Is the handwriting joined and legible
- What does it tell us? Does it sound right?
- Have you/they used the correct punctuation and are all sentences accurately punctuated?
- Is the writing well structured and organised; have they used paragraphs?
- Have they made links between ideas and events?
- Have you/they stuck to the **purpose of the writing**. ie. **Is it persuasive, descriptive, informative**
- Are you/they aiming your writing at the right audience?
- Have they/you written in the right format: diary, letter, report.?
- Are there any 'Wow' words, good connectives and openings?
- Can you spot any spelling mistakes?
- Is there a variety of sentences for effect?
- Is vocabulary challenging and varied?

Appendix 1

MARKING POLICY AMENDMENTS/CLARIFICATION

FEBRUARY 2017

WRITING

- From Year 3 to Year 6 children are to write on one side of the page allowing plain page for marking comments and space for follow up tasks e.g. spellings or suggested practise where appropriate (i.e. for extended writing).
- Always ensure comments can be read by the child therefore teacher's handwriting must be clear and appropriate language used.
- For children to take an active part in their learning marking should encourage a response from the children.
- Time must be given for children to read and respond e.g. in Silent Reading time or a designated session.
- Peer marking and self-assessment using green pen is to be encouraged. Children to be involved in identifying and setting own targets.

KS 1 Writing Marking Code

- '2 stars and a wish'
- Ticks to indicate strengths i.e. things that have gone well-as many as the teacher chooses
- Spellings of 3 or 4 key words to practise will be highlighted or written for the children to find and correct and learn.
- Missed Capital Letters and Full stops should be circled or highlighted.
- // to indicate a new paragraph
- **100k** means 'look again' meaning re read and check
- **V** means a verbal comment has been given. This should be followed by a one word reminder e.g. **V capital letters**
- Work that has been supported by an adult is noted as "S" or Supported

KS 2 Writing Marking Code

- Ticks to indicate strengths i.e. things that have gone well-as many as the teacher chooses
-  means good work
-  means the next steps that need to be taken
- **100k** means 'look again' meaning re read and check
- Marking should include an action, a question or a challenge
-  indicates need for full stop
-  Ticks to indicate strengths i.e. things that have gone well-as many as the teacher chooses
- **V** means a verbal comment has been given. This should be followed by a one word reminder e.g. **V commas**

- **Sp** indicates a spelling mistake. Alternatively a dotted line under a word means the child should independently check the spelling of this word.
- Work that has been supported by an adult is noted as “S” or Supported

Handwriting

- Letters that are incorrectly formed will be highlighted. A task may request that the letter or word is practised.

Maths Marking

- **V** means a verbal comment has been given. This should be followed by a one word reminder e.g. **V addition**
- Marking should include a challenge, reinforcement or asking work to be checked when appropriate
- If work is incorrect it should be clearly indicated that it should be corrected
- E.g. **X** or **©** – meaning to check and redo.
- Wherever possible work should be marked in lessons.
- Ticks or a comment to indicate good work - positive feedback to be given
- Children can amend and add to own targets particularly at KS2