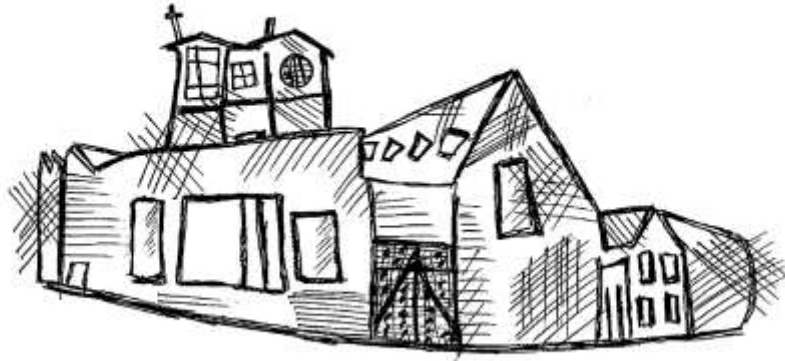





Grange Primary School






Marking Policy



Belong Believe Achieve

Maths

- All Maths work needs to be marked against the success criteria in **green pen** prior to the next Maths lesson. Any achieved success criteria should be **highlighted**.
- All work should include a Learning Question and differentiated Success criteria
- Correct answers should be **ticked ✓** while incorrect answers should be **dotted●**.
- Next step ladders should be recorded at least 3 times weekly and should consolidate or build on learning.
- Next steps should be indicated by a step symbol 
- Where a child has shown to be having difficulty with a particular strategy, models and images should be provided in marking with the child being given the opportunity to correct their work using these given structures as support.
- Marking should take place during the lesson for *Assessment for Learning* purposes if supported during the lesson **VF**(verbal feedback) can be indicated.
- If Support Staff have worked with a child or a child has used a particularly mathematical resource to solve a problem, details/acknowledgement of this should also be included using the following symbols **RP**,  
- For 5 minutes at the start of every lesson, the children should be given time to respond to marking using a **blue pen**.
- The squares in a child's Maths book needs to be of an appropriate size and worksheets kept to a minimum/ made into strips so children can record in the book itself.
- Children should be recording in their book as much as possible.
- Children should be corrected when they orientate numbers incorrectly and models should be set to help the children to practise.
- Children should be taught to draw all straight lines with a ruler and to record digits one per square. If writing words, letters should not be one per square but instead be written on the line.

English

- All English work (except independent pieces used for assessment) needs to be marked against the success criteria in **green pen** prior to the next English lesson. Any achieved success criteria should be **highlighted**. Quality examples within a piece of work where the children have met the success criteria should also be **highlighted**.
- All work should include a Learning Question and differentiated Success criteria
- In depth marking must take place at least twice a week.
- The children should receive individual feedback as a means of improving their writing and/or meeting any unachieved success criteria.
- A next step ladder should be used to provide the next steps 
- Marking should take place during the lesson for *Assessment for Learning* purposes as well as at a later time to complete, as appropriate. If Support Staff have worked with a child, details/acknowledgement of this should also be included.  
- For 5 minutes at the start of every lesson, the children should be given time to respond to marking and edit their work using a **blue pen**.
- The children need to be taught how to appropriately edit their work and re-draft first copies. They should be shown how to self-assess and to identify their next steps.
- The following codes for editing should be applied when marking.

Sp	Spelling
P	Punctuation
T	Tense
//	New Paragraph
IW	Indendent Work
GW	Group Work
RP	Resources provided
	Class teacher support
	Teaching assistant support
VF	Verbal Feedback

- It is imperative that marking throughout a unit of work is detailed and enables children to develop the skills needed in order to produce quality independent

pieces of writing. Planned opportunities for extended pieces of writing should be apparent throughout a unit of work and purposeful in building towards independent pieces.

- Independent extended pieces of writing which are to be used for assessment purposes do not need to be text-marked but must be read. A comment should be recorded at the end with a next step/feedback i.e. *an interesting letter – well done! Next time, I would like you to use a range of sentence types.* Additionally, success criteria should not be given as the children should be expected to apply the skills that have been taught throughout that unit of work and previous writing experiences. Independent pieces should be used for the majority of assessment but teachers may use other independent examples where a child has met a given objective, as appropriate i.e. for spelling, choosing language independently of teacher input in other work samples etc.