



St Bartholomew's CE Primary School

Marking Policy

Marking and Feedback

All work is to be marked against the learning intention. This should be a green tick if the child has achieved the intention, an arrow if they have not achieved the intention and a gold star if they have exceeded the intention.

L.I:To know what a subordinate clause is and how to apply it in our writing. ✓

L.I:To know what a subordinate clause is and how to apply it in our writing. →

L.I:To know what a subordinate clause is and how to apply it in our writing. ★

If you are giving a green arrow, it shows that further learning opportunities need to be given for the child to understand and become secure with a concept. These should be provided as soon as possible (either in the afternoon or the next day). A child should not move on to a new concept until they are secure. Once they have achieved the intention, the arrow should be dated and ticked. Should the child require further support, arrows should be used to denote this and they should not be ticked until achieved through intervention.

For example:

30.8.22

L.I:To know what a subordinate clause is and how to apply it in our writing. → ✓
31.8.22

30.8.22

L.I:To know what a subordinate clause is and how to apply it in our writing. → ✓
31.8.22
→ ✓
1.9.22

Margin Marking

One piece of writing should be margin marked per week. Children need to be encouraged to look at margin marking and edit and develop this, using **purple pen**, therefore time must be given for this. Younger children may need mistakes correcting until the editing process has been taught to them.

sp	Spelling mistake – children to correct or copy the teacher's correct spelling on the page.
p	Punctuation mistake or punctuation missing.
g	Grammar error – perhaps the incorrect tense, a and an not used correctly, incorrect use of was / were.

Independent, Supported or Guided Group Work

You should indicate whether the piece of learning is Independent, Supported or Guided Group Work. **I**, **S** and **GG** should be used in the top right-hand corner of the page and they should be written in green pen when marking.

Peer marking

All peer marking should be done in purple pen. The children should be taught how to give constructive feedback and it should be shown in books with ticks and wishes. 1 tick in ks1 and 2 in ks2. 1 wish in each key stage. Peer marking should happen at least once per unit.



You have use excellent adverbs.



Next time try to use more powerful adjectives.

The wishes and ticks should relate to the learning intention, should be neat and should be verbally fed-back to the person.

Self-Assessment

Children should be taught to use a traffic light system for letting their teacher know how they felt about the learning. This should be a small, neat circle next to the LI. If their assessment of their own learning does not match yours, verbal feedback should take place regarding this. This will be shown by VF being written above their circle.



Spellings

A maximum of three spellings should be corrected over the top of the misspelt word. Statutory year group or high frequency words should be the focus. If a child spells the word incorrect in the next lesson, a learning activity should take place to help them learn the word. This activity should be shown in their book.

Signed : Headteacher

Date: May 2018

Reviewed: December 2019

Reviewed: March 2023

Review Date: March 2024