

Marking Policy

Meir Heath Academy



Approved by: Mrs M Southern

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Last reviewed on: September 2021

Next review due by: September 2022

General Marking (e.g. science, topic, grammar exercise (GPS), RE, guided reading comprehension)
Work to be photographed and uploaded where appropriate

The teacher should mark in **red pen**.

The teacher should mark to the objective depending on the subject.

The teacher will put a **✓** at the end of the work to show that the objective has been met.

The teacher will put a ***** in the margin at the end of the work for any child who needs additional input to address misconceptions. The teacher will maintain a note of these ***** (class register with date and subject) and address the need at the start of the next lesson.

The WALT (objective) should be written by the child at the beginning of the work (Y2 upwards). EYFS/Y1 use a sticker.

The teacher should also pick out a couple of spellings and be identified by **Spx3** in the margin. These spellings should be ones which are on the curriculum spelling list/ phonics/ appropriate to the year or level of the child and technical words related to the topic being taught e.g. river, seedlings, photosynthesis.

If there are any grammatical errors, and you know this is a child's current target, then this can be marked and uplevelled too.

For these pieces of work, the children should be given time to read any comments made by the teacher and correct any spellings, but not expected to carry out any in-depth uplevelling.

For some pieces of work, the teacher can initial to show the work has been scanned for inaccuracies, is complete, but not marked in-depth. If you do initial, this means that the teacher is happy with the standard of work.

Marking in GPS wherever possible will be whole class.

Homework should always be marked by T or TA. The teacher should ensure that at least once per half term all children's homework has been marked by the T and a positive comment / next step comment made.

Purple Space Invader (DOJO) will be awarded by the teacher for any 'wow' work. 1 DJ/1DOJO for any work in books.

Implementation of iPads September 2021 onwards (general marking)

Same principles will apply from the above section but have now been transferred onto iPads (where appropriate). If appropriate, work should be photographed and uploaded to Showbie.

As well as use of red pen, teachers will now use:-

2x emojis (see appendix a) given out each day

Voice notes - verbal feedback can be given directly from the teacher

Corrections/uplevelling to be completed in the child's book

Maths - Work to be photographed/scanned and uploaded where appropriate

Using whole class marking - children will pink and green by highlighting the answer and the teacher **will check and initial / emoji**.

If the child has not marked their work, then the teacher will mark in red pen with a **✓** or a ***** and may write a comment (can be congratulatory or next steps). The teacher will **circle** slips in a red pen. Corrections for slips should be either made next to the error or underneath in blue pen.

During the lesson mini plenaries, interventions or next day teacher input will be given to pupils so that misconceptions are addressed.

Next steps should be part of the next lesson and can be addressed whole class, group or individually.

Implementation of iPads September 2021 onwards - Maths lessons

Staff will now upload a mathematics lesson per day to Showbie (the platform where children and teachers can access work) including starter, KIRF, main teach, and 3x Power Maths exercise pages.

Same principles will apply from the above section but have now been transferred onto iPads.

As well as use of red pen and whole class marking stations, teachers will now use:-

2x emojis (see appendix a) given out each day (1 for starter and 1 for 3x pages)

Marking Extended Writing

For Reception and Year One (or deemed appropriate for individual children) the teacher should use differentiated marking stickers to clarify the WALT (objectives). All children will also have a marking sticker (a small success criteria which teachers mark against).

From Year Two onwards for extended writing, the teacher should prepare with the class a set of numbered objectives/ success criteria related to the text type. The children will keep this in their English book to refer to. **THIS SHOULD BE SHARED BEFORE THE CHILDREN START THEIR WORK and to be used by the child as they write.**

The teacher will also add other objectives related to the key aspects of grammar/ punctuation and sentence types linked to the curriculum and group/ individual expectations.

The success criteria can be written alongside the children.

The teacher should mark the child's work specifically to the objectives in the sheet.

The objective sheet is not a 'continuous' list that is added to over the year, it should be specific to the objectives being taught in that particular extended piece.

The teacher should ✓ the objective seen on the sheet in the teacher column and then number or ✓ in the child's book where the skill is observed for the first time.

Next steps should be identified by the teacher and noted in the next steps box by indicating the number of the objective. *Where appropriate* the child will uplevel, using a blue pen, i.e. either within their writing or have another go at a sentence/ section.

The objective sheet can be used over a number of pieces and then glued in at the end of the process.

The teacher may identify a key skill/ common error that needs to be addressed for that child and this too will be noted in the next steps box. For example if a child in Y3 continually uses a instead of an i.e. a apple, then in the next steps box the teacher will write uplevel a/an. The child would then be expected to find their errors in their writing and uplevel this in blue pen.

Marking Codes can be used in the next steps box and or in the margin where the error occurs:

^ missing words, P incorrect or missing punctuation, A capital letter, sp incorrect spelling, * additional teacher input needed, ✓ objective met, T – incorrect use of tense, NN - Not neat so re-write. A list of marking criteria should be displayed on the classroom wall.

The teacher will identify key spellings x3 in the margin and the child is expected to carry out corrections in blue, at the beginning of the next lesson/ or designated time.

Self-Assessment and Peer Assessment – Children must be given opportunities to **self-assess and or peer assess** (this is a skill that needs to be taught and practised).

The child will write the margin where the objectives are in their writing and on their column they will tick on the objective sheet. Using the objective sheet the teacher should identify a numbered objective (for the class/ group or individual and the child should 'green for growth' for that objective only.

Before the teacher has marked the work, the child will edit their identified green for growth (above) in the black pen/ pencil that they are using.

Implementation of iPads September 2021 onwards - English / Writing

Staff will now upload an English lesson (where appropriate) per day to Showbie (the platform where children and teachers can access work) including starter/warm up, main teach/modelled examples.

Same principles will apply from the above section but have now been transferred onto iPads.

As well as use of red pen, teachers will now use:-

2x emojis (see appendix a) given out each day

Starter/Warm up (teacher to make sure children have written a specific title e.g. subordinate clauses not just 'starter' unless the title is already on the uploaded flipchart) - marked and overseen by the teacher in the lesson (whole class).

Y1 summer term (marking in books until summer) *** Under review

Y2+ all English work to be uploaded onto Showbie. Both extended pieces and everyday tasks.

**Y2 and Y6 - Writing moderation to be marked in books.

All staff will need to continue to use cursive handwriting when using the Apple pen / stylus - cursive needs to be modelled on the iPad (zoom in) as well as paper exercise books.

Extended Writing - Success Criteria (whilst having iPads)

Children have their success criteria (with the same principles as above), complete it on the paper version and upload the full piece of written work including the success criteria to Showbie.

Teacher to complete the child's success criteria on Showbie (to include voice notes as and when appropriate)

Next lesson, the child will look at their previous lesson on Showbie and respond to feedback in their books.

Teacher will use the Apple pen to put some numbers in the margin to show progress.

Teachers to use numbers in the margin where evidence is found.

**Train children to use the scan document in 'Notes' to include the margin (Y3+) or to photograph it using the camera app so that teachers can mark on their iPad.

Emojis

A consistent approach across the whole school. Staff to have the poster displayed in the classroom for all children to see and use.

Voice notes

To be used to promote effective instant feedback.

Uplevelling

At the beginning of each lesson (when completing an extended write), teacher will facilitate around the room to support the editing process. The work doesn't need to be rescanned in Showbie as long as teacher has seen it in the child's book.

Appendix

Emojis (Whole school approach used in all areas of the curriculum where appropriate)

Emoji Marking Codes	
	Learning objective met and exceeded
	Learning objective met
	Have another go/ uplevel
	Dojo



Speak to me or work with me.

Marking Codes

Marking Codes	
^	Missing Word
P	Punctuation
A	Capital letter
T	Tense
Sp	Spelling
*	Teacher input needed
NN	Not neat

LF	Letter Formation