



**GOLDTHORN PARK**  
Primary School

# **Goldthorn Park Primary Marking Policy**

**Reviewed by: K Harrison**  
**Executive Headteacher: Mr K Grayson**

**Last Review of Policy: May 2019**

SYMBOL	STAFF INTERPRETATION
TA (and initials)	This will be written underneath every piece of work, indicating who has taught and marked the work.
	This indicates a group/child was <b>heavily</b> guided through the work
	This indicates a group/child worked completely independently following the initial teaching If neither G nor I are indicated, it is assumed children were taught and then given the 'usual' level of support expected in a lesson, through mini plenaries, STL reminders, minor support etc.
	Taught and marked by Supply Teacher
	Taught and marked by a Student
	Verbal feedback given
✓	Work completed correctly
✓✓	Excellent example
.	Wrong answer/check again
<p>At KS2/lower KS2: <u>speling</u></p> <p>* spelling . . .</p> <p>At upper KS2: <sup>sp</sup> <u>speling</u></p>	<p><b>At KS1/lower KS2:</b> Incorrect spelling underlined and correct spelling written underneath with space for pupil to re-write it 3 times</p> <p><b>At upper KS2/when a pupil is ready,</b> they are encouraged to: Incorrect spelling underlined and sp written above. Pupil is expected to find the correct spelling in a dictionary and correct their work.</p> <p><b>In all Key Stages,</b> only correct a maximum of 3 words that pupils are expected to know (eg Common Exception words, Age Related spellings, spellings covered in phonics and additional lessons). Not all spellings will be corrected.</p>
LO 😊	<p><b>LO Met.</b> This would then require a next step/challenge task, where appropriate.</p>
LO 😐	<p><b>LO Getting There.</b> This would then require an example to address the misconception and a fresh task to give the child the opportunity to achieve their learning following this additional example.</p>
LO 😞	<p><b>LO Not Met.</b> This would require re-teaching. Initial and date when the objective has been re-taught and met.</p>
*	Indicates a pupil is required to complete a further task/challenge.

## Marking Guidelines

- Work will be marked using a green pen, following the above codes.
- Feedback will be written and/or verbal and will focus firstly on the LO.
- Marking should identify the pupils' **strengths** (not just weaknesses!) and positive comments should be recorded.
- If the learning objective has been achieved then the marking will provide a 'next step' designed to move pupils learning forward, if it was not achieved marking will guide pupils through the misconception and provide reinforcement tasks.
- Staff should use the Objectives from the new curriculum/development matters to identify areas for next steps.
- Marking, where possible, should be differentiated and appropriate for the ability and age of the pupils.
- Detailed marking should occur at least twice a week for each group
- There should be 'less ticks' but more thinking opportunities.
- Teachers will give pupils time to respond to marking and will remark children's responses, creating a dialogue where appropriate.
- Pupils will initial to say they have read the 'marking comments' even if there is no task to complete.
- 'Next steps' or 'gap' marking will not be given for every piece of work, but where teachers feel this is most appropriate.
- Coloured tabs will be used to signal where a child needs to complete a gap task/activity and to remind teachers to go back and mark children's completed task
- Pupils will be encouraged to self and peer assess using through positive and next steps statements, linked to the LO.
- Teachers' marking should act as a model for pupils' work (correct spelling, grammar and neat handwriting)

### Examples of different marking types:

- A reminder prompt, 'how do you think...?'
- A scaffolded prompt, a direction/order, focused question, start a sentence
- An example prompt, pupils are given a choice of words/phrases they might choose

### Examples of marking which could be used to offer challenge:

- Spot the mistake... (give example and let them work out what's incorrect)
- True or false? (Give calculation or sentence, encourage them to explain answer)
- What comes next? (number sequence, phonic pattern etc)
- Do, then explain.. (have a go then explain process or thoughts)
- Missing numbers... (Use skills to unpick problem)
- Always, sometimes, never? (explain and reason)
- Continue the pattern..(apply skills)
- Other possibilities could be...? (Give on example and pupils think of others)
- Convince me.. (Explain why they believe they have done work correctly)
- Missing symbols.. (Use skills to unpick problem)
- Odd one out... (maths, phonic/spelling, grammar)
- What do you notice? (explain and reason)
- Explain your thinking...
- What else do you know about...? (show knowledge)
- Top tips... (explain processes)
- The answer is...what is the question?

Pupils' confidence and self-esteem is enhanced through positive praise and individual staff/ year groups are free to use their own judgement over the systems used to reward pupils' achievements in-class such as stickers, stamps or raffle tickets.