

LETHBRIDGE PRIMARY SCHOOL

MARKING POLICY FOR ENGLISH

Book layout

Ensure the long date and title (objective reflecting ARE) are displayed at the top of each piece of work. Children need to traffic light their work daily.

General Daily Marking

- All English work should be marked promptly
- Use a coloured pen to mark all work
- Indicate the level of support given for each piece of work using the symbols:
I = independent work (no support)
S = support (Teacher or TA)

Stamps or stickers could be used to indicate support.

- Indicate level of understanding using the symbols next to the title:
✓ = little or no understanding
✓✓ = some understanding
✓✓✓ = understood completely
- **Poor presentation** should not be tolerated. Set expectations through modelling and celebrate good work. Remind children of expectations at the beginning of every lesson and ask them to re-do sections of work if not well-presented

- **Margin marking**

KS2 children should be expected to take more responsibility by investigating their own errors and correcting them in coloured pencil. Teachers can use discretion when choosing to mark in the margin or directly in the text, depending on the ability of the child.

Incorrect capitalisation should be circled (KS1) or referred to by placing a CL in the margin (KS2) and the child asked to go back and correct the error using a coloured pencil.

Missing punctuation should be marked in the text (KS1) or referred to in the margin with a 'p' (KS2) and the child asked to correct the missing punctuation using a coloured pencil.

Longer passages of writing that don't make sense should have square brackets drawn around them in the text. If the correction is a single word or simple phrase children may correct in a

coloured pencil within the text. If the text in question is a sentence or more it should be rewritten.

- **High frequency words** should always be corrected if misspelled.

KS1 - A line should be drawn underneath the word with the correct spelling written above it.

KS2 - A line should be drawn underneath the word with 'sp' written in the margin, and the child asked to correct the word using a coloured pencil.

Children (KS1 and 2) should be asked to practise up to 3 misspellings.

When appropriate, other words should be corrected (especially topic words)

Verbal Feedback

Children should receive feedback verbally throughout a lesson, in response to their work. This can be done individually, as a group, or as a whole class mini-plenary. This can be flagged in books as necessary using the verbal feedback stamp or VF. Mini-plenaries should be used to share good examples, to correct common misconceptions, or to assess if children need to consolidate more or move learning onto next step.

Next Step Marking

Children should be given an appropriate 'Next Step' as often as possible.

* They can be printed for an individual or group

* You do not necessarily need to give the children the task to complete, it could be as simple as them writing a sentence or editing their work

Assessed Writing

In addition to daily writing tasks, including cross curricular tasks, a 2/3 week block should show:

- 1 piece of independent writing marked. (Big Write)
- 1 piece of end of unit writing marked with a checklist/ success criteria which is shared with the children before they write. The success criteria will be related to appropriate age related expectations that have been recently taught. Children self -assess against the criteria and next steps are set.
- Evidence of children editing their own writing.

Peer and Self-Assessment

Children should be given the opportunity to read and respond to other children's work. This can be done verbally, on post-its, or by sharing on a visualizer. Children should be asked to assess themselves against the targets they've been set in each lesson. This can be done by showing thumbs, using smiley faces etc. The teacher should ask children to consider their next steps following the lesson, by referring to the writing targets displayed in class.

Foundation Stage

Most written work will be child initiated; therefore it will be checked for progress against the Early Learning Goals.

- Teachers will mark adult directed written work by scribing the children's responses and ticking the letters that the children have used correctly.
- Next steps will be included as and when appropriate. Most of this occurs verbally.
- The children's learning will be marked using the one, two or three tick system. Children should be introduced to evaluating their own written work by thumbs up during the Foundation Stage or by traffic lighting.

New Policy presented and approved by Governors July 2015

Reviewed July 2016

To be reviewed July 2017

Examples of Next Step marking below:

Well done

Next step add a subordinate clause to this sentence

The boy walked to the park
* The boy ~~was~~ who had glasses and jet black ~~hair~~ hair, walked to the park

Target Met
remember your commas

Tue Tuesday 28th of April

will I can write a detailed paragraph about the battle scene using varied sentence types

✓ ^{alliteration} The gob-smacked Grendel backed horrusly into a corner then Beowulf datted with his sord out then stumbled stumbled his sord slipped out of his hand and flew into the wall just above Grendel's head! Next B^{owulf} leaped over Grendel's head like an enormous frog grabed his sord and swung into action.

sword

Verb
Adverb

well done for including a range of interesting verbs and also an adverb.

Next step to start a sentence with 'Before'

Before Grendel could realise what was happening, ---
Before Grendel Grendel could realise what was happening, Beowulf had all ready ripped his arm of.

rested it, explained the coach.

5) "Who's drunk all the fruit juice?" exclaimed Joseph (Lina's brother) angrily.

6) "To make this cake you'll need flour, eggs, butter and sugar," said the cook airily.

7) "Oh no! I'll have to do it all over again," moaned James.

8) "There it is," said Kitty excitedly, shining her torch so she could see Helen's ring on the floor.

Good " " Has check # and correct in a colour. " Don't (L-T) ;

age of ten. The carter or parent will need to set parental controls especially online. Also parents will have to check the apps that their child wants before you ^{they} get them.

Well done Jacob, a super piece of writing! You have used a range of openers, your ideas are grouped logically together and your use of shorter sentences and questions are effective 😊. Great progress!

Write each word five times

latest latest latest latest latest latest

especially especially especially especially especially

vulnerable vulnerable vulnerable vulnerable vulnerable

unexpected unexpected unexpected unexpected

unexpected unexpected