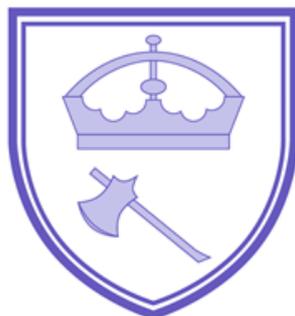# The Killigrew Partnership

KING CHARLES MARKING POLICY
FEBRUARY 2016

Aims

When marking children's work we aim to

- Reinforce the learning challenge and success criteria set out by the teacher beforehand
- Encourage self-correction
- Help children to learn from their own errors
- Increase children's self-esteem through positive feedback wherever possible
- Address misconceptions
- Identify next steps for further learning
- Check and visibly acknowledge all work carried out by children.

The above AIMS will be met through the following ACTIONS:

- Teachers will mark to the learning challenge, employing the criteria established when the task is set
- As far as possible and especially in Reception and Y1 the teacher marks the work in the presence of the child. Throughout the rest of the school this will not be done for every piece of work but will be maintained wherever manageable.
- Not every piece of work merits the same level of commentary or marking. Tasks for assessment purposes will have the most extensive amount of marking.
- Every piece of work will be acknowledged either with written feedback or a green tick.
- The majority of pieces will be "next step" marked with a constructive, meaningful and helpful comment designed to highlight merits and clearly indicate points for improvement. The school adheres to a 2 colur strategy whereby green indicates success and purple indicates next step marking. This is used from Nursery through to Y6.
- At specific times children will be actively involved in marking their own and each other's work. In years 5 and 6 pupils use National Curriculum standards material to assess their own work.
- Throughout the school there is a consistent use of success criteria or "Steps to success" to target children's awareness of what constitutes expected outcomes
- Across the whole school, children are taught how the marking scheme works and how they can contribute to its use and application.

MARKING Specific Strategies

All agreement marking comments will be completed in **green** ink.
Green symbolizes "Go" meaning all that is good, correct and well completed.
Green is to be used to identify examples of correct/good work (a green highlighter can also be used for this).

All "what to do next" marking will be completed in **purple** ink.
Purple symbolizes progress and corresponds with Purple Progress books.

Marking Key

Purple = where purple ink will be used by the teacher as child is required to progress/improve

Green = where green ink will be used by the teacher as child has successfully self assessed or corrected an error/made an improvement

Marking	Symbol or comment	
	Rec. and Year 1	**Years 2, 3 , 4, 5, 6**
Examples of success to Learning Challenge	✓ 1 green tick: Correct. My teacher likes this. ✓ 2 green ticks: A good example of the Learning Challenge. This is so successful that it should be shared with the class.	
Where target has been met	⌐→ (green)	
Target needing to be focused on next time	⌐→ (purple)	
Next steps	• next steps written next to purple bullet point as a directive.	
	Rec. and Year 1	**Years 2, 3, 4,5 , 6**
Incorrect work	Not corrected but might be included in teacher's rewrite or written comment. Incorrect number/letter formation to be circled in purple and then child prompted to correct.	A purple dot will be used to indicate an error. A purple box or line will be used to indicate where a correction should be placed. In Upper KS2: Symbols (no more than 3) maybe used such as; * ** *** to guide pupils to a specific differing element of feedback.
Incorrect spelling	Not corrected but might be included in teacher's rewrite or written comment.	Word is wiggly underlined. The word is written in for them to practise and they are given 3 dots to show where corrections need to be completed. Selection of spellings to be addressed: • KS1 – based on High frequency and/or tricky words from Letters and sounds • KS2 – frequent errors e.g words that are particular to that child "vital to know" words e.g woz for was, dose for does or ambitious words that are useful to learn. • No more than 2 in KS1 and 3 in KS2
Capital letter Needed	Oral instructions Visual images stamp.	Circle the letter
Capital Letter: Adjust the case.	Where applicable	Circle the letter, write the lower case letter in.
Full stop/ Question Mark/ Exclamation Mark needed or incorrect	Oral instruction Visual images stamp.	Circle, or put one in where needed. Alter subsequent punctuation e.g. capital letter.
Begin new Paragraph	Where applicable	//in the margin or where applicable.

Begin a new line	↓	↓
Word missing	The term omission mark and the ∧ is introduced in Y1	∧ with relevant word inserted or question mark to identify that the child must decide on what the missing word should be.
Finger space missing	**/** is used where the two words are joined In Reception, visual stamp is used next to purple dot.	**/** is used where the two words are joined
Wrong word grammatically e.g were/where	Oral instruction	ww Correct word where applicable.
The teacher has given verbal feedback	In Reception all feedback is verbal. From Y1 onwards VF is used to indicate where verbal feedback has been given and is often recorded in a speech bubble.	VF Other immediate strategies, such as post it notes, are used.
Presentation alert	△ !	

Additional optional symbols: (**V**) (**C**) (**O**) (**P**) V = good examples of Vocabulary C= good examples of Connectives O=good examples of Openers P = good examples of punctuation	*The following symbols are optional and may be used to fine tune feedback linked to Learning Challenge* **Adj = adjective** **Advb = adverb** **Vb = verb** **Tech = technical vocabulary** (3) **= sentence of 3**

Level of support	I = worked independently P = worked with a partner G = worked in a group T = worked with a teacher TA = worked with a Teaching Assistant	Level of support to be indicated (where required) when working with an adult: 1 – 5 5 = most support

Correcting Spellings

- In order to prevent any lowering of self-esteem, normally only a sample number of the more important spelling errors would be highlighted, dependent on the age and ability of the child.
- In KS1 these are the high frequency and tricky words from Letters and Sounds
- In KS2 these are likely to be high frequency words, words that are "vital to know", subject specific vocabulary or common/personal words relevant to that child.
- Incorrect spellings should be identified with purple ink and have a wiggly line drawn underneath them (to correspond to computer spell check symbol).
- No more than 2 correct spellings for KS1 and 3 correct spellings for KS2 should then be written underneath the work or in the margin together with 3 dots, next to which the child is expected to copy them out and learn using LCWC   <u>Example</u>
  would
  - •
  - •
  - •
- **Recurring errors must be addressed.**

In Early Years

- All marking is done with the child present.
- Ticks are given for all work, smiley/ faces stickers are awarded.
- Individual comments sometimes added to support emergent writing e.g. using the same vocabulary the child has attempted but spelt correctly.
- Other comments are made for the benefit of teachers/parent etc e.g. what help was given.

In Years 1, 2, 3, 4, 5, 6

- Corrections and comments will include strategies/ways of getting it right next time.
- Marking comments might include reference to the child's progress through the lesson.
- All pupils are expected to read and complete next step marking. If a specific task has not been set, children acknowledge marking with initials where appropriate. Specific lesson time is allocated for this.

General

- All marking is tailored to the children's stage of development rather than year group. Therefore Rec/Year 1 strategies may be used in KS 2 and KS2 strategies may be used with more able Year 2 pupils.
- Where a large number of mistakes are made, a comment or advice is given rather than correct or acknowledge every mistake

The King Charles Marking Policy was agreed by the Full Governing Board of The Killigrew Partnership at their meeting on 25th April 2016 and will be reviewed every two years.