

Kings Copse Primary School Marking Procedure and Policy

Aims and Purpose

At Kings Copse, we aim to:

- Mark work regularly; if possible, with the child *before* completion so next steps can be acted upon before the work is complete
- Provide succinct comments that will help the child to improve their work
- Encourage children to assess their own and each other's work
- Highlight aspects of the work – in writing or orally – that are good ('stars') and provide constructive feedback to the child for improvement ('next steps')

Procedure for Marking

We use a simple, two-symbol procedure for marking books. A star should be used to indicate where the marker feels that the work has been completed to a high standard, in relation to the non-negotiables/success criteria/learning target that were shared at the start of the lesson. The work should be asterixed where it has been completed successfully to show the child what they have done well. At the bottom of the work, the aspect that has been completed well should be stated clearly, e.g.

★ Good use of full stops.

In a similar way, a 'next step' symbol should be used to indicate where the marker feels the work could be improved and where any non-negotiables/success criteria/learning target have been missed or only partially successful. At the bottom of the work, succinct feedback should be provided to the child focused on the 'next steps' required to improve, e.g.



Use a capital letter at the start of your sentences and for names.

Where the work is partly complete and it has been marked with the child, the marker must ensure that the child has understood the 'next step' prompts. They should then be encouraged to apply these in their writing during the rest of the session. Where the work has been fully completed, a double line (drawn with a ruler) should be placed along the section of work that the marker would like the child to improve as a result of 'next steps' prompting, e.g.



the doctor ran down the corridor. he didn't see where amy had gone but he knew that she would be nearby.

Children should re-write the highlighted section, applying given 'next steps' advice, before moving on to the next piece of work.

Where children have made spelling mistakes, the marker should choose a limited number of spellings (3 to 5) for correction. These should be indicated in the text with the next step symbol with the correct spelling given at the end of a piece of work. Children should then copy and write the correct spelling a number of times (as indicated by the teacher), e.g.

X5 because

X3 although

It should be obvious that a child will learn 3 spellings more quickly than 15 so the marker should resist the impulse to correct EVERY mistake. Likewise, limit the 'next steps' that are provided to one or two suggestions that will have the greatest impact on the work that has been marked.

The examples given relate more to writing tasks than maths, however, the principle should be the same. The 'next steps' symbol can be used at the end of a piece of work to extend the task or else to indicate where the children may have gone wrong with their calculations, providing a prompt for improvement.