The agreed code for marking ensures that all teachers mark in a consistent way. Children are made aware of the coding/symbols used and understand their purpose.

**Whole school marking symbols**

* Correct work should be marked with a tick
* Incorrect work can be marked with a dot. If the child has obviously misunderstood a task and has made a lot of mistakes, discuss the work with the child, perhaps by writing ‘I will explain this again’ or ‘We will go over this together’ rather that marking a large amount of work incorrect.

P1 and P2 symbols

* A circle should highlight an omission of a punctuation mark, e.g.

 full stop, an error in punctuation or incorrect usage of capital letters.

* Well done, you have completed the task correctly.

**P3** the teacher should begin to adopt the following marking code. This is in line with what is used in Upper school.

|  |  |
| --- | --- |
| ***Punctuation*** | A circle around or at the point of error, e.g. i went with my dad  |
| ***Omissions*** | catA ‘roof’ mark and word written above, e.g. The **^** sat on the mat . |
| ***Incorrect words*** | One single squiggly line under the word and write correction either above the word or next to it. e.g. They where **were** tired. |
| ***Spelling mistake*** | Underline the spelling mistake. Children to correct the spelling at the bottom of the page. e.g. I wont some cake.  |
| ***New paragraph*** ***or a new line of a poem*** | Write to indicate where a new paragraph is needed or to start a new line when writing a poem. |
| ***Add information or need for further discussion*** | An asterisk denoting the teacher’s message “Please come and see me.” **\*** |

**Marking spelling**

Care is taken when correcting spelling in order to underline the ‘most important’ mistakes, i.e. those words which the teacher considers the child should know/needs to be able to spell independently.

In **P3-P5** a maximum of three spellings are underlined and the correct word is written in for the child. e.g. pollicy *policy*

This enables the pupils to learn/practise the correct versions using look, say, cover, write, check at the end of the relevant piece of work or in their individual spelling book.

 In **P6-P7** a maximum of five words are underlined and the children are encouraged to correct their own spelling mistakes, making appropriate use of dictionaries, IT spell checks and other spelling strategies, encouraging them to become independent spellers.

**Note:** Spelling corrections should be confined to keywords in subject areas other than English, e.g. scientific vocabulary only in Science.

**Next steps:**

* **Marking and feedback should ALWAYS refer back to LI and SC.**
* **Use more live marking- Remember: Who are we marking for? Why are we marking?**
* **encourage children to self assess and peer assess**
* **children to use a colour pencil to correct their work and that of others**
* **avoid rubbing out!**
* **use the marking code and encourage children to use the marking code when peer/self-assessing**
* **Allow time for children to read and reflect on their comments and to allow them to make improvements to their work.**
* **Allow opportunities for pupils to respond by adding their own comments to the marked work.**