



Oxford Gardens Primary School

Marking & Book Policy in KS1 & KS2

Effective Marking:

- provides feedback to children about how they have demonstrated effective application of their success criteria;
- enables the learners to see marking as a developmental step in their learning and provides next steps.

How your books should be marked:

- In **Literacy** there are 3 types of marking used:

LIGHT TOUCH MARKING

This is done daily. Examples of where the SC have been met in the work are highlighted and with the same coloured highlighter the SC at the top of the page are also highlighted. A different coloured highlighter is used for each SC. Work is marked using the school marking code (see appendix 1). The marking code relates to spelling, punctuation and grammar errors. A maximum of 3 spelling errors are to be identified so as not to prevent children from taking risks with their vocabulary selection. If they are spelling mistakes then children are to correct them independently. If they are errors (i.e. they genuinely do not know how to spell the word) then the teacher writes the word for the pupil or they are to look it up in a dictionary (on-line or physical one) and write the word in their book 3 times. For punctuation or grammar errors the teacher uses their discretion and knowledge of the child as to whether they ask the child to correct the work or the teacher corrects it for them. The children are given 3-5 minutes the next day to look through their marking and respond to anything from the marking code that needs correcting.

FOCUS MARKING

This is done 1x per week and needs to be planned for; on the weekly writing plan it must show which day is focus marked. Work is given a next step which children are then to try to achieve in their work the next day (the pupil is to write it in the SC) and also, where possible, throughout the following week. On the plan the following day there should be 10 minutes planned for when children are being taught the next steps that have arisen in the class. SC are highlighted as they are with light touch marking and the marking code is used. If there are children who are unable to read then you may want to use a symbol, you must also write the word next to the symbol so that the children can start to see the word as a sight word. Any child who can read should not need a symbol for their next step.

IN-DEPTH MARKING

This is done 1x per half term (and in this week focus marking is not necessary). This is done when pupils have done an independent piece of writing. For the piece of work children are given 2 positive comments which are specific to writing skills and also 2 targets which are

written in child-friendly language These 2 targets are then to go on the target card and then form the half term targets.

- In **Maths**, highlighting is used for marking to show where an SC has been met – a different coloured highlighter is to be used for each SC. If the questions aren't all correct then they need to do corrections (where needed an example should be given in the books), if it is all wrong or there is a lot of errors then they need to conference with an adult. If a pupil has all questions correct they then have a question that requires them to apply their understanding – either an E&R or U&A question which is either written on the board or in their books.
- In **Guided Reading** books, teachers are required to indicate that they have looked at the books daily, giving a positive comment or to address misconceptions as needed.
- In **IPC** highlighting is used to indicate where the SC have been met (these do not need to be in different colours) a positive comment needs to be given and if needed an example or some clarification needed to support misconceptions.
- In **homework** – teachers are required to make a comment that recognises the effort the child has made and reward up to 3 merits for Literacy and Maths homework each and up to 6 merits for IPC project homework. Misconceptions are addressed with the individual child or with the whole class depending on which is most appropriate.
- Black and blue pen to be used for marking.
- If pupils are peer or self-assessing they are to use pencils or pencil crayons.
- The following abbreviations are in use currently: FG (CT/LSA) = Focus Group; C (CT/LSA) = conference; NS = Next Steps.

Expectations of books:

- mistakes should NOT be rubbed out by teachers or children;
- all work must be dated by children in Yr 1 upwards - in Literacy this must be the full date and in Maths and IPC the short date;
- teachers to use the same LI/SC grids for consistency; there should be no de-facing or graffiti on any books.

Updated in Summer 2018 to be reviewed Summer 2019



Marking Code

	Finger space
P	Missing punctuation from that line
//	New paragraph
/	New sentence
^	Missing word
	Spelling Correction
o once upon a time	Capital letter