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# HAUGHTON ST.GILES

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## Marking Policy 2019-20

REVIEW DATE – JUNE 2020

## Marking Policy

This Policy aims to outline the expectations within marking at Houghton St Giles Academy, to ensure that pupils are making good and accelerated progress within lessons and their learning.

**The Marking Policy will be adhered to by teachers and teaching assistants (TAs) within the school, ensuring consistency within marking and expectations. The following non-negotiables should be adhered to:**

- Pupil's work will be marked regularly, whether during or after lessons.
- Live marking will take place during lessons and fed back to the pupil instantly.
- Teachers and TAs will mark the work of children who are working with them in their focus groups, this marking will demonstrate how the pupil's learning has been moved on.
- Pupils will receive detailed marking at least once a week within Core subjects.
- Work that has been completed when the pupil is not in the focus group will be marked in less detail.

### Use of highlighters

- Highlighters will be used to focus attention on work that demonstrates that learning objectives and success criteria are being met, common misconceptions and errors.
- Success criteria will be evaluated and ticked by teachers when marking.
- The following colours will be used:

**Green** – to show what the pupils are doing accurately and highlight good practice.

**Yellow** – to show what the pupils have got wrong or to highlight common misconceptions and errors such as number and letter reversals, missing punctuation and spelling mistakes (words the pupils have spelt correctly previously or should know).

**Pink** – **Y6 pupils** will highlight where they have included words from the statutory spelling list for Y6 (with effect from September 2019)

### Use of green and purple pens

- Green pens will be used by the teachers and TAs to mark the pupil's work.
- Purple pens will be used by pupils to indicate editing and corrections (previous answers should not be rubbed out).

### Target setting / next steps and convince me

- Targets will be set to challenge the pupils and move their learning on (when relevant and deeper marking has taken place). **T:** will be used before the target is written out.
- Targets should not be a question or related to presentation.
- Targets should move the children's learning on and challenge them.

### Verbal feedback

- Verbal feedback will be given to pupils throughout the lesson, this will be indicated by the teacher writing **VF**.
- The feedback given should not be annotated as the pupil's work will show the impact of the guidance given.

### **Spelling mistakes**

- Spelling mistakes will either be highlighted in yellow or indicated in the margin with **SP** (when the spelling error is easily identifiable for the pupil).
- Accurate spellings may be written at the end of a piece of work for the pupil to practice. Teachers will not correct every spelling mistake as this could become disheartening for the pupil.
- A maximum of 3 spelling mistakes will be highlighted in a piece of work.

### **Self-Marking and Assessment**

- Pupils will check their own work against the coloured success criteria statements and will highlight the colour coordinated evidence in their own work. (In Y1/2 symbols will be used rather than colours).

### **Peer Marking**

- Pupils may peer mark each other's work and give feedback, when this is done they will indicate this on their peers' work.

### **Marking of Foundation Subjects**

- Teachers should use highlighters when marking Foundation Subjects.
- The marking of these subjects will not be as detailed as in the core subjects.
- Sometimes the marking of these subjects may just recognise and praise pupil's successes and good efforts e.g *well done*
- When targets are set, they need to be related to the subject area/success criteria being taught. Although, grammar / spellings may be highlighted in yellow if the pupil should be able to use them correctly.