

Statement of procedure for: Marking and Responding

<i>Version</i>	2
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Approved by Governors	na
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1 How do we mark?

- To be effective, the marking of pupils' work must be both regular and frequent.
- "Live marking" using a green biro with teacher model or feedback should be evident in every English and Maths books at least once a week.
- It is expected that the majority of feedback is done in the lesson alongside the pupils.
- All work must be marked before the next time the children have their books.
- Teachers must write in green biro using the cursive handwriting letter formation using joins and correct spelling.

Green highlighting:

- Underline in green highlighter at least three things that the child has done well, usually that relate to the SC for the lesson. (but make sure the SC has been self-assessed appropriately).

Pink highlighting: "Pink for Practise"

- Circle in pink highlighter focused grammar, punctuation or mathematical error or where there is a word or words missing.
- Underline in pink highlighter up to three spelling errors (preferably spellings that are linked to a recently learnt spelling rule or key words).
- KS1- pupils correct 3 spellings at the end of the piece of work, in pencil
e.g. *bigger* _____
- KS2 – In all written work the children in Key Stage 2 should be correcting the following amount of words:
Year 3 to correct 3 underlined words,
Year 4 to correct 4 underlined words,
Year 5 to correct 5 underlined words,
Year 6 to correct 6 underlined words.
If words to be corrected are corrected incorrectly the children should have the word written for them with three pink lines for them to practice the word correctly.

e.g. *know* _____

From the Spring term onwards: Yellow marking is used for moderation in Year 2 and 6.

Green biro

- Live marking through modelling e.g:
 - correct layout of a written calculation
 - correct place value
 - a table to support problem solving or reasoning
 - prepositional/adverbial sentence starters
 - particular word classes
 - prefixes/suffixes
- Tick for correct answer, crosses for incorrect answer
- Prompt or reminder e.g. capital letters, past tense, 3rd person – if this has been met in the rest of the work, tick it
- Letter formation or grammar or punctuation errors.

- Finger space indicated with |
- Paragraph indicated with //

Marking Code

Symbol	Meaning	Supplementary comments/marks
Green highlighting	Success criteria achieved Great Ideas Good word choices High Five	Positive praise or reinforcement through underlining three good examples
Pink highlighting	Area of Grammar, Punctuation, Spelling or mathematical error that needs changing.	Advice on how to improve or model a correct example
Three straight pink lines	The word needs to be written correctly three times.	Three pink lines after the word
ST	Supply Teacher	
I	Independent	It is assumed the majority of learning is independent, so this code may not always be used. It is useful for children who often work as part of an adult-led group.
S	Significant Teacher and Teaching Assistant support	

Pupils' responses

- Pupils must be given sufficient time in lessons to look at the feedback given and respond to it (remember you can use Early Work in addition to this).
- Pupils' spellings **MUST** be acknowledged by the teacher with a tick, or written out again if incorrect.
- If the teacher's feedback does not result in improved work, this should be challenged by the teacher during the lesson or afterwards.
- All pupils complete mathematical error corrections.
- KS1/2 pupils complete spellings on pink lines.
- 'Marking partners' should be used for editing and improvement lessons.
- Pupils from Y2 can use red pen for editing and improving their writing where appropriate. All pupils in KS2 must use red pen for editing and improvement lessons.

Marking to support Moderation in Year 2 and Year 6:

- For the purposes of moderation, Y2 and Y6 teachers highlight pupils' work in yellow highlighter where it meets statements from the end-of-key-stage ITAFs.
- Y6 Spring and Summer terms only: incorrect spellings are demarcated by a small dot for pupils to self-check and self-correct
- Y6 Spring and Summer term only: next steps are put onto post-it notes for the children to self-spot the errors in their work and self-correct.

Watch Out

If it is clear that the pupil has not understood the learning or a misconception has resulted in the work being more wrong than right, then write 'Watch Out'. When this misconception has been addressed, write the date or tick to acknowledge and some evidence of it being addressed (e.g. correct calculations, new sentences).

EYFS

In EYFS adults should systematically date, SC and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be in Numeracy and Writing books. Adults should also green correct work and pink incorrect formation of letters/numbers and misspelt previously taught tricky words.

KS1 Marking

- Underline in **green highlighter** **at least** 3 things they have done well mainly relating to the SC.
- **Circle** in **pink highlighter** grammar, punctuation or mathematical errors or where there is a word/words missing.
- Underline in **pink highlighter** up to 3 spelling errors (these must be appropriate to the child) and then at the end of the piece of work write the words correctly with 3 pink lines for the children to correct e.g:
bigger _____
- In years 1 and 2 correct 2 letter formation or join errors at the end of a piece of work e.g:
k _____
- Use your **green biro** to model or prompt/remind children during their work e.g:
correct layout of a written calculation
correct place value
spelling rules
sentence starters
tick/cross answers
letter formation
finger spaces |
Greater Depth – 'Prove it', 'Explain how', 'Show me', 'Convince me',
'Show me another way'
- Remember to live mark the children's work at all opportunities during the lesson and if you have any other undirected time during the day.
- **Always use cursive handwriting!**

KS2 Marking

- Underline in **green highlighter** **at least** 3 things they have done well mainly relating to the SC.
- Circle in **pink highlighter** grammar, punctuation or mathematical **errors** or where there is a word/words missing.
- Underline in **pink highlighter** up to 3 spelling errors in Year 3, 4 in Year 4, 5 in Year 5 and 6 in Year 6 (these must be appropriate to the child) and the children then correct these words. If these words are changed and are still incorrect; at the end of the piece of work write the words correctly with 3 pink lines for the children to correct e.g:
bigger _____
- Correct 2 letter formation or join errors at the end of a piece of work e.g:
qu _____
- Use your **green biro** to model or prompt/remind children during their work e.g:
correct layout of a written calculation
correct place value
spelling rules
sentence starters
tick/cross answers
letter formation
finger spaces |
paragraphs //
Greater Depth – ‘Prove it’, ‘Explain how’, ‘Show me’, ‘Convince me’, ‘Show me another way’
- Remember to live mark the children’s work at all opportunities during the lesson and if you have any other undirected time during the day.
- **Always use cursive handwriting!**