**Connor Downs Academy Marking Policy**

*Meaningful, manageable and motivating*

**Definitions:**

Marking:

* reading, checking, monitoring, correcting (when appropriate) and (where appropriate) assessing whether pupils are below, at or above the expected standard for their age.
* providing verbal, highlighted and written guidance to pupils in order to help them to improve their knowledge, understanding and skills.

Aims:

1. Ensure that every pupil makes the progress of which they are capable in each lesson, leading to good progress over time from their relative starting points.
2. Verbal and written feedback should help pupils know what they do well and what and how they need to improve.
3. Marking should provide teachers with the information they need to adapt planning to meet pupils’ needs.
4. Daily marking should, as far as possible, be conducted in the lesson with the pupil, focused on enabling progress or leading to a same-day intervention.
5. Termly assessments (e.g. PIRA and PUMA etc) will be marked after their completion, informing teachers of pupil progress and needs for planning and shared at pupil progress meetings.
6. Unaided pieces of writing (at least four a term) will be marked against agreed criteria and points for improvement collated to inform planning and shared with the class.

**Marking codes and symbols:**

All daily work will be marked with a green pen.

Highlight LO: Yellow nearly achieved

Green achieved

VF in lesson

Dot incorrect questions and **R** those that are to be corrected or write out the calculation for the children to complete.

Marking key below to be displayed in all classrooms and shared with the children.

|  |  |
| --- | --- |
| A correct sentence or calculation. | A picture containing text, plant  Description automatically generated |
| An incorrect sentence or calculation.  |  |
| An extra special effort….house point(s)* super sentences
* careful or thoughtful calculations
 | **HP** |
| A punctuation mark missing here – what should it be? |  |
| Find the missing punctuation in this sentence and red response.  | P |
| A spelling that needs correcting | **sp** |
| A new line needed | **/** |
| A new paragraph needed | **//** |
| Verbal feedback | **VF** |
| Asterix – see footnote.  | \* |
| Correction required.  | **R** |

**End of unit assessment writing tasks.**

 Writing to be completed during a 2-3 weeks unit. At the end of the 2-3 weeks (depending on KS) will be a final write, which will be marked developmentally, with a **WOW** and a **NOW**.

**Highlighting text**: Green for good (linked to topic focus e.g. vocabulary and grammar).

Next steps (**NOW**) may include: up to 3 spellings, tense inconsistencies, missed punctuation which the children then respond to using their red pens (see marking symbols above).