



BEVENDEAN MARKING POLICY

As a general rule all marking of children's work will be done immediately upon completion and in consultation with the child. Comments, as appropriate, may be written on the work. Comments will help the child to focus on their next target or area for development. At Bevendean we use the Phrases 'Wow' and 'Now'. Purple and green pens are used to distinguish between praise (purple) and targets (green). As children proceed through Year 1 they can be encouraged to take note of these comments independently. Self-assessment will be included.

All work will be dated, by the child where appropriate, or by the teacher/teaching assistant.

In Reception it should be indicated where the task was undertaken independently by the child. If support was given, the level of such support should be indicated on the work i.e. minimally or entirely supported. In Year 1 independence will be assumed unless other wise indicated on the work by an 'S' on the page. The initials VF indicate verbal feedback was given.

Pieces of work for wall displays should be sympathetically marked with due regard for each child's efforts and abilities. Pencil or a non-aggressive colour is always preferable when the work will be on display. Teachers will use their professional judgement based on their knowledge of each child's ability to determine how much corrective marking to use.

Parity is ensured throughout the department within the respective year groups.

Rewards are given for effort and for achievement as appropriate.

R Samson

Date of Policy: 01/03/2019

Date of Policy renewal: 01/03/2020

RECEPTION	YEAR 1
Numeracy	
<p>All corrections completed at teacher's discretion after verbal feedback. These include wrong answers and reversals.</p>	<p>Wrong Answer 6 X 5^C</p> <p>Answer crossed out and a new box drawn. Letter 'c' written by corrected answer.</p> <p>Reversal 9 p</p> <p>Correct formation written beside box. Number written correctly on line.</p> <p><u>9</u> _____</p>
Language	
Spellings and Dictation	
<ul style="list-style-type: none"> • Reversal of letters acceptable as long as no change to meaning of word eg. bad for dad • Incorrect spelling is marked with a dot and VF. • Corrections encouraged if appropriate to child 	<ul style="list-style-type: none"> • Half mark off for reversal of a letter • "X" if incorrect spelling • Corrections to be done, number of repetitions should be individual child appropriate, usually twice. • No more than 5 spelling corrections.
Reading	
<ul style="list-style-type: none"> • Amount of reading as appropriate to each child, to be heard daily • Teacher to hear every child in class at least once per week • Positive comment to be made in Reading Record book and a target indicated where appropriate • Indicate in Reading Record book where guided reading has taken place instead of individual reading when appropriate. • All comments in Reading Record books to be initialled by the adult involved. 	
Handwriting	
<ul style="list-style-type: none"> • Children should be encouraged to use the school's chosen handwriting style but corrections should be at the discretion of the teacher according to individual children's fine motor ability 	<ul style="list-style-type: none"> • From the beginning of the year children will be taught to form individual letters correctly. Handwriting will be according to individual children and joins that have been covered in class. Joins will be introduced as appropriate to our scheme.
Independent Writing	
<ul style="list-style-type: none"> • All marks made on paper will be given appropriate reward and encouragement • As children gain in awareness of individual words these should be demarcated with finger spaces • When formal spellings are commenced, children will be encouraged to use known spelling patterns and to use plausible phonetic attempts – these will be marked positively and with consideration given the ability of individuals. • Capital letters are expected for children's names and the beginning of sentences – lack of these should be corrected • Marking will always be sensitive to the efforts made by each child 	<ul style="list-style-type: none"> • Learned spelling patterns should be corrected, as appropriate. Plausible phonetic attempts at unfamiliar words are rewarded. The acquisition of correct spelling of common words is encouraged. • Corrections should be appropriate and at the teacher's discretion. • Correct sentence structure is encouraged. • Good grammar is encouraged.