




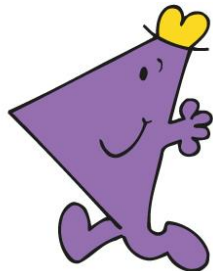





St John Lloyd Marking Policy

KS2 pupils

Symbol	Explanation
	Identifies Spelling mistake. Two step approach; 1. Word circled and Sp placed in margin 2. Correct word placed under work for children to write correction.
word 	Missing words. Correction placed above the arrow.
	Capital letters for names, collective nouns, and places and at the start of every sentence MUST be addressed if incorrect.
LO: Can I find area of a rectangle? Yes you can.	Marking against the Learning Objective in the form of a question. This enables a conversation between teacher and pupil. Remember LO must be LNF based in cornerstones activities.
What would the dragon look like as he left the cave? Can you write a sentence using Wow Words?	Ask a question to enable a dialogue between pupil and teacher this extends understanding and develops self-correction, editing (uplevelling)
	Discussed. Place di next to the comment in pupils book once a dialogue has taken place and the areas addressed.

St John Lloyd Marking Policy for Foundation Phase pupils

	<p>MR EXCELLENT</p> <p>Excellent Work. Above and beyond the Learning Objective. Pupil has made huge improvement/ target met or produced work of a high quality.</p>
	<p>MR HAPPY</p> <p>Good. Pupil has achieved the Learning Objective and has successfully completed the set task.</p>
	<p>MR SAD</p> <p>Learning Objective not met. Pupils need to be given Next Step/ way forward. This can be given verbally the circled di (discussed) placed next to Mr Sad.</p>
	<p>MR RUSH</p> <p>Pupil's work has been rushed. This has resulted in simple mistakes that the pupil would normally not make if on task.</p>
	<p>MR MESSY</p> <p>Pupil's presentation is not clear. Therefore work is hard to read and assess. Presentation techniques such as handwriting must be addressed and Pupils need to be given Next Step/ way forward. This can be given verbally the circled di (discussed) placed next to Mr Messy</p>

Type of Marking	Symbol associated	Explanation	Frequency
1.Acknowledgement & checking	<p>LO: Can I find area of a rectangle?</p>  <p><i>Yes you can.</i></p>	Pupils work has been assessed against the success criteria and LO. Work has been checked for COMPLETION, ACCURACY & ATTAINMENT. Teachers must highlight specific spellings and punctuation error for correction	ALL PIECES OF WORK - DAILY MARKING
2.Quality Teacher marking with feedback (AoL)	<p>* I liked the use of wow words for the description of the forest</p> <p>* Use of paragraphs</p> <p>W= Plurals - drop the 'y' and add 'ies'</p>	<p>Detailed feedback of success against LO based on the completion of the Success Criteria.</p> <p>*=Statement of success/ what went well</p> <p>W=Next step</p> <p>Pupils encouraged to interact with marking by making a comment</p>	1-2 examples per week
3.Self & Peer Assessment		Opportunities should be given for pupils to self-assess their own achievement and their peers using SMART success criteria. Pencil must be used for this in books by pupils	1-2 examples per week
4.Verbal Feedback		Verbal feedback with pupil. Involves open questioning against the success criteria and addressing misconceptions and errors in their learning. This works alongside teacher modelling.	Supporting other aspects of assessment/ marking
5. Develop opportunities for pupils to up level their work.	<p>What would the dragon look like as he left the cave? Can you write a sentence using Wow Words?</p>	Teacher poses a question to develop a deeper understand of the pupils thinking and written responses. This works especially well in Scientific based learning to establish a high level response.	1-2 examples per week