

RAMSEY MANOR LOWER SCHOOL **MARKING POLICY**

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.
Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

PURPOSE

The purpose of the marking policy is to ensure that there is a consistent approach to marking across the school and that it informs teacher assessments and future planning.

FOUNDATION STAGE

- The Learning Intention is discussed at the beginning of or during each lesson.
- The Learning Intention is referred to in oral feedback during group sessions and the plenary.
- Comments are written with the children present.
- Smiley faces or stickers are given for effort.

YEAR ONE

- The Learning Intention is discussed at the beginning of or during each lesson.
- Learning expectations are explained before children begin a task.
- The Learning Intention is referred to in oral feedback during group sessions and the plenary.
- The plenary is used for children to discuss their learning through effective questioning.
- Written work is annotated and dated for parents, TA and teacher assessments.
- Short comments and smiley faces are given if the teaching objective is achieved.
- Children are asked to self-evaluate handwriting by marking their best letter or word.

YEAR TWO

- The Learning Intention (LI) is displayed and discussed at the beginning of each lesson.
- Learning expectations are explained before children begin a task.
- LI is referred to in the oral feedback during group sessions and the plenary.
- Parts of the written work that meet the learning intention are marked with a tick.
- Symbols are used to indicate where improvements can be made and the LI has been achieved. See Appendix.
- Work which meets the learning intention may be shared with the class.
- Work is sometimes annotated by the TA or teacher especially with SEN children.
- Children are asked to self evaluate handwriting by marking their best letter or word.

YEAR THREE

- LI (Learning Intention) is displayed and discussed at the beginning of each lesson.
- Learning expectations are explained before children begin a task.
- Oral feedback is given to pupils during the lesson.
- Written work is marked to the learning intention and in line with individual pupil targets.

- In the Summer Term writing response partners are introduced giving positive feedback to each other and one improvement comment.
- Work that meets the learning objective may be shared with the class.

YEAR FOUR

- LI (Learning Intention) is displayed and discussed at the beginning of each lesson.
- Learning expectations are explained before children begin a task.
- Oral feedback is given to pupils during the lesson.
- Written work is marked to the lesson objective and in line with individual pupil targets.
- Time is given for checking through work after marking.
- Writing response partners are give positive feedback to each other and one improvement comment.

LEARNING LOGS

Learning Logs are marked with a stamp only indicating the quality of the work. They are shared in class and misconceptions are discussed with children.

MARKING COMMENTS

All Work should be marked in a green pen.

Marking symbols

How to make your writing better!



√ √ = wonderful words – well done!

circle = check how to spell this word – we have learnt it!

/ = leave spaces between these words.

// = new paragraph

☹️ = improve presentation / handwriting

ⓐ = capital = a capital letter is missing.

? () = read this bit back and see if you can rewrite it to make it easier to understand.

Ⓣ = talked through with teacher

Ⓢ = Supported

Ⓢ = Independent work

LI ✓ = Learning intention achieved

LI ? = Learning intention not demonstrated