

Marking Policy



Little Lambs
NURSERY



SUTTON VALENCE PREPARATORY SCHOOL

This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School and the Preparatory School).

Aims

This policy reflects marking practice for written work in Sutton Valence Preparatory School for the current academic year.

Through good marking, we hope to indicate to pupils' aspects of their work which:

- are correct;
- are incorrect;
- involve omissions;
- contain spelling, punctuation and grammatical errors;
- have met the criteria specified for the piece of work concerned, or the reverse, as the case may be;
- show an improvement or the reverse, as the case may be;
- how aspects of a piece of work could be improved.

Overall, we would expect to provide written feedback that is constructive and, as a whole, positive.

Corrections to Spelling, Punctuation and Grammar

All correcting should be done as follows:

- Green pen for correct answers and positive feedback;
- Pink pen to show where mistakes have been made and, where appropriate, teacher corrections, clarifications or questions; and
- Purple pen, used by the pupils, to show responses to teacher marking.

Spelling

The following applies to all groups:

- Spelling mistakes, if they are to be addressed, are to be underlined and/or corrected in pink;
- Not every spelling mistake should be addressed, to ensure that pupils' self-esteem is considered;
- Misspelt words (key words for the lesson or topic) are written either at the end of the piece of work, in the margin next to the word or above the word;
- Where possible, correction of spelling errors should be reinforced with the child on hand (verbal feedback);
- Priority in subjects other than English should be given to words specific to that subject;
- Priority should also be given to words within that pupil's capabilities;

- In French and Spanish, other means of teaching and reinforcing spellings may be appropriate.

Please note the following:

Discretion must be used with pupils who appear on the SEND register. The Head of Learning Support works with the Head of English and teaching staff to ensure an appropriate spelling programme for children on the register is adopted, and this should be reinforced whenever possible in our marking.

Punctuation

The following applies to all groups:

- Corrections are made on the work itself;
- Paragraphing should be marked as follows: // = “new paragraph should have been used here”;
- Full stops, commas, question marks, exclamation marks, direct speech and apostrophes should be inserted where appropriate;
- Errors should be neatly crossed through and corrections marked in;
- Punctuation should be sympathetically marked according to age level and with consideration for each child’s ability.
- Where possible, correction of punctuation errors should be reinforced with the child on hand (verbal feedback);
- All pupils should, where possible, be allowed to proof-read their work once completed in order to encourage self-correction and independence.

Grammar

- As for punctuation, mistakes should be crossed through and errors indicated;
- Where possible, correction of grammatical errors should be reinforced with the child on hand (verbal feedback);
- All pupils should, where possible, be allowed to proof-read their work once completed in order to encourage self-correction and independence.

Specific Procedures

Department specific procedures also exist in some subjects (e.g. Mathematics).

Frequency of Marking

Feedback needs to be as immediate as possible to be constructive and helpful to the children. Immediate feedback is not always possible of course.

Written Comments

Some pieces of work may require a written comment at the end. It should indicate whether the teacher was satisfied or not, or pleased with the work and why. All comments should be as constructive and positive as possible and pupils should be given guidance as to how they can improve their performance. If relevant and useful, future targets and challenges should be given or consolidation offered; for example, 'now try this'.

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