

Dream, Believe, Achieve – Together Everyone Achieves More

WOODLANDS PRIMARY SCHOOL



MARKING OF WRITING POLICY

Date Reviewed: September 2022

Next Review Date: September 2023

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The 'marking of writing' policy has been created to ensure that children are fully involved in the marking process of their writing, across all of the curriculum subjects and they understand why and how their work is marked.

We recognise that children's mistakes are a valuable part of the learning process.

Purposes:

- To encourage the child, to value the pupil's written work and to recognise effort
- As an aid to the planning process i.e. to help with planning for progression, to show knowledge, skills and understanding which, in turn, are linked to the National Curriculum
- To inform the child of their next steps individually, in groups or as a class
- To share comments in relation to the mastery targets or the year group's non-negotiables.
- To give additional information which, in turn, will provide evidence for the assessment process i.e. adding to the context the level of support given or if the work is aided or unaided
- As evidence that the work has been reviewed
- To reinforce specific skills such as letter formation and correct spelling

Marking Procedures

Who marks?

- All teaching staff
- All TAs within the session where appropriate
- All supply teachers (work is initialled)
- All marking is completed in pink and green

What are we marking against?

- All written work is titled using Can I ... - the objective/mastery target being marked against
- All titles begin 'Can I and indicate the support (if any) that has been provided by class teacher or teaching assistants using G/S/I
- KS1 title is typed when necessary and pupils write the date, progressing to the full objective
- KS2 is written by child wherever possible
- **Work is marked in pink** to identify where the child **has used their mastery target correctly**

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- Marking will also identify any errors a child has made against the year group specific non-negotiables. This must be addressed (see non-negotiables)
- Teaching assistants who mark their focus group's work to inform the child must feedback verbally to the class teacher.

Focus Marking

- **All extended pieces of writing in English and other curriculum areas will be marked.** Focus marking will take place in English at least once a week for each child and in any cross curricular extended writing. Marking to the mastery targets from the English curriculum will be used and reinforced orally by the class teacher or TA in all subject areas. All shorter pieces of writing in either English or other curriculum areas is to be marked against the year group non-negotiables and spelling errors must be addressed at the child's ability level. It is down to the professional judgement of the teacher to decide when in depth marking is needed to move the learning on. Teaching assistants will mark their focus group's work in each subject to inform both the teacher and pupil of the progress made against the objective. Where appropriate, children will be given the opportunity to edit and improve their work before teacher marking. Time will be built in for children to respond to marking eg early morning activity or at start of next lesson.
- 4 step '**effective feedback for learning**' is used to
 - ❖ show success
 - ❖ indicate improvement
 - ❖ give improvement suggestion
 - ❖ make the improvement using the purple 'polishing pen'
- **STEP 1** - Show success with pink highlighter

Key Stage 1/2:

...Wow! That was a great paragraph; I like the way you hooked the reader in.

...I really like the way you have used inverted commas to show direct speech.

...Well done for remembering your finger spaces.

...Brilliant use of adjectives in your description.

- **STEP 2** - Indicate improvement with green highlighter and comment where necessary using green pen

...Next time change the way you start sentences.

...Remember to start it with a capital letter.

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...Now try and keep your letters on the line.

...Now make this even better by putting a comma between each adjective.

- **STEP 3** - Give improvement suggestion if needed
 - Slowly, the children crept up the stairs.
 - The elephant ate all the apples.
 - As I walked to the shops, I heard a strange noise.
- **STEP 4** - Make improvements with purple polishing pen

Children's Responses to Feedback

- Children must have time to edit, proof-read and redraft their writing before it is marked by the class teacher. This will be done in pencil in both KS1 and KS2.
- If a teacher sets a child a next step marking comment, the child must respond in purple.
- Children will correct spellings identified in green by using purple pen to correct.
- Verbal feedback will be identified by VF in the margin. The evidence of the verbal feedback should be clear within the writing e.g. child and teacher editing together.

Presentation of Work

- Long date must be used in all English written work
- Underline work in pencil
- Use handwriting pen – Y3+ when 'pen license' is issued
- Children to use a ruler to rule out mistakes using a single line

Marking guidance

- Teacher marking will model the high standards of presentation that is expected from the children. Comments to be written using pink and green pens and the teacher is to write on the lines from the margin using cursive handwriting style.
- All marking will directly link back to the 'Can I' mastery targets
- Children will address the green marking and edit their work. If a child's work has been marked 100% correctly (no errors), then a challenge should be set in green.
- Teacher will write VF if verbal feedback has been given on a target.

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- Marking contracts (see appendix 1) will be shared with the children and stuck in each child's English book
- Teacher to use the marking code in the margin using the editing code to highlight errors (see appendix 2)
- All work will be coded G / S / I to reflect the level of teacher input / support. Teacher/TA guided work will be coded with 'G'. Work that has been supported via use of given specific resources eg dictionaries, word banks will be coded 'S'. Independent work will be coded with 'I' to reflect that a child has completed work completely independently. Children who have worked independently may have accessed resources independently to support their work – this will be coded 'I'.
- Staff to refer to Literacy Non Negotiables when marking written work (Appendix 3)
- Teachers will pay attention to phonics and spelling patterns in literacy work. The marking will address misspellings – age and stage appropriate. Children will be encouraged to address incorrect spellings independently.
- Teachers must refer to the handwriting policy regarding expectations for handwriting in each year group. Handwriting must be of the highest standard both in children's books and when modelled by the teacher / TA using the school cursive script. Appendix 4 highlights key points taken from the Handwriting policy.

Implementation

The agreed procedures for marking and feedback of children's work will be implemented by **all** staff.

Monitoring and Review

Half-termly: The Senior Leadership Team & Subject Leaders will be responsible for monitoring the implementation of this policy by scrutinising books and looking at examples of work each half term. Designated Staff/SLT meetings will be set aside in order to accomplish this.

The desired outcomes for this policy are improvement in children's learning and the raising of writing standards across the curriculum. Children will be proud of their work and feel a great sense of achievement and ownership.

Appendix 1

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Key Stage 2

In my English book I will ...

- Read and initial what my teacher wrote on my last piece of work.
- Put the long date in the top left hand corner, e.g. Monday 5th September 2016
- Write the 'Can I...?' on the next line
- Underline the 'Can I...?' and the date with a ruler.
- Only use a ruler to rule out mistakes with a single line.

Remember our marking key is ...

Pink highlighter means you have met the objective here

Green highlighter means think about this part again

I will always try my best with handwriting, sticking in and drawing lines.

Signed _____ Pupil

Signed _____ Teacher



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Key Stage 1

In my English book I will



- Read and initial what my teacher wrote and make any changes – as appropriate
- Use a sharp pencil
- Put the long date at the top of the page.
- Glue in the 'Can I...?' as neatly as I can
- Use a ruler and draw a line with pencil through any mistakes.
- Always try to write in my neatest handwriting.
- I will always try my best. If I am not sure, I will always ask.

Name: _____ Pupil

Name: _____ Teacher

Appendix 2

Woodlands Editing Code

KS2 Woodlands Editing Code if persistent errors – re teach!	
P	Missing or incorrect punctuation – if persistent errors – re teach!
Sp	Incorrect spelling
?	Doesn't make sense
//	New paragraph
^	A word is missing here
*	Redraft this section

KS1 Woodlands Editing Code
if persistent errors – re teach!

CL

Add a capital letter

FS

Add a full stop



Finger spaces

Sp

**Incorrect spelling (when appropriate
Y2)**

Appendix 3

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Non negotiables for the marking of writing across all subjects



Year 5/6

Non negotiables in marking **and** for display in the classroom (not final bullet point for display)

- Capital letters for the start of sentences and proper nouns
- Handwriting to be joined and legible
- Punctuation:
 - Inverted commas for speech: power of 5
 - Commas in a list
 - Commas to mark subordinate clauses
 - Apostrophes for possession and contraction
 - Full stops to demarcate sentences
- Variety of sentence lengths - simple, compound, complex
- Secure use of paragraphs to organise ideas
- Spelling of previously taught patterns or common exception words

All of the above, must be addressed in teaching if they are identified in more than a couple of children's books. This must be clear and follow on immediately with the next taught session.

Year 3/4

Non negotiables in marking **and** for display in the classroom (not final bullet point for display)

- Capital letters for the start of sentences and proper nouns
- Handwriting to be joined and legible
- Punctuation:
 - Commas in a list
 - Commas to mark subordinate clauses
 - Apostrophes for singular possession and contraction
 - Full stops to demarcate sentences
- Variety of sentence lengths - simple, compound, complex
- Spelling of previously taught patterns or common exception words

All of the above, must be addressed in teaching if they are identified in more than a couple of children's books. This must be clear and follow on immediately with the next taught session.

Year 2

Non negotiables in marking **and** for display in the classroom (not final bullet point for display)

- Capital letters for the start of sentences and proper nouns
- Letters to be formed accurately and correctly orientated
- Spaces left between words
- Punctuation:
 - Apostrophes for contraction (by the end of the year)
 - Full stops to demarcate sentences
- Spelling of previously taught patterns or common exception words

All of the above, must be addressed in teaching if they are identified in more than a couple of children's books. This must be clear and follow on immediately with the next taught session.

Year 1

Non negotiables in marking **and** for display in the classroom (not final bullet point for display)

- Capital letters for the start of sentences
- Letters to be formed accurately and correctly orientated
- Spaces left between words
- Full stops to demarcate sentences –mostly accurately
- Spelling of previously taught patterns or common exception words

All of the above, must be addressed in teaching if they are identified in more than a couple of children's books. This must be clear and follow on immediately with the next taught session.

Appendix 4

Handwriting:

- All KS1 & KS2 classes will have 1 x 15min timetabled weekly **taught** handwriting sessions and 2 morning additional sessions to practise handwriting eg as a morning task
- PenPals handwriting scheme to be used using online resources available and a year group set of children's handwriting textbooks
- Posture and position to be taught as part of handwriting session and embedded in all other areas of teaching
- EYFS/Y1 to consistently model correct print when sharing writing
- Y2-Y6 staff to model the expected standard of joined handwriting at all times – joined, starting at left hand side of book/board with entry strokes to model joining
- All handwriting work to be marked with a focus group targeted for guided handwriting in each lesson
- Errors must be addressed and opportunity for children to correct must be given to ensure mastery of handwriting
- Handwriting pen can be used by children in handwriting books to correct errors

Use of Pen:

Y1 & Y2	<i>Focus on presentation and handwriting using sharp pencil</i>
Y3	<i>Introduce handwriting pen in taught handwriting sessions. Children to receive 'pen licence' when handwriting joins are accurate</i>
Y4- Y6	<i>Pen to be used in all books</i>