



Sutton Valence School

Little Lambs Nursery

littl lambsnursery.org.uk

Preparatory School

svs.org.uk

Marking Policy



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 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 in a contrasting colour to the child's work, always neatly.

Spelling

The following applies to all groups:

- Spelling mistakes, if they are to be addressed, should be underlined or highlighted in some way;
- Not every spelling mistake should be highlighted 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;
- 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 SEN register. (Head of Learning Support) works with teaching staff to ensure an appropriate spelling programme for children on the register, 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;
- Most errors should be discussed when marking together, or going through, with the pupil (Verbal feedback will be noted as VF);
- All pupils should, where possible, be allowed to proof-read their work once completed in order to encourage self-correction and independence.

Please refer to the separate English department Policy on the Marking of Work.

Maths

Please refer to the separate Maths department Policy on the Marking of Work.

Frequency of Marking

Where possible, work in any given subject should be marked before the next piece of work is done. Some departments may prefer to issue pupils with separate exercise books for classwork and homework to facilitate this. Feedback needs to be as immediate as possible to be constructive and helpful to the children. No piece of work should remain unmarked in any case for a period in excess of one week.

Written Comments

A comment from the teacher at the end of a piece of work should be the norm. It should indicate whether the teacher was satisfied or not quite, pleased or delighted 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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