Marking Guidelines Policy

Show Success
Highlight at least 3 examples of words and/or sentences that show where the success criteria have been met and curricular targets achieved.

Indicate Improvement
Use an asterisk to show where you want the child to add something or underline a sentence to indicate precisely where an improvement could be made (avoiding text)

Give an Improvement prompt
Write down (or ask for) an improvement suggestion to help the child know how to make the specific improvement using 3 types of prompt:

- Reminder e.g. How did the dog feel? **OR** Please put in the full stops.
- Scaffold (provides examples of what they need to do) e.g. what do you think the dog's tail is doing? **OR** There are 5 full stops missing, please mark them.
- Example (give exact sentences, words or processes) e.g. Choose from: He couldn't believe his eyes. He ran round in anger. **OR** I have put a star in each line with a missing full stop.

Provide time to make the improvement
Give class time to read the successes and the improvement suggestions and make the improvement. e.g. 10mins. TA or teacher can read out suggestions to those who need support in reading or understanding feedback during this time.

Developing success criteria from the writing learning objective, some ideas:
- Build up a visual display or checklist to draw together what has been learned (e.g. analysing features in reading) during unit of work.
- Gather the success criteria through Shared Writing during the teaching part of the lesson (Shared Writing)
- Just before children start work ask "What do we need to remember to do or include in order achieving the objective"? Their responses can be written up.
- Pre- print the success criteria and display them.
- Make sure they are written in Child speak.
- Scan child's work to use as modelling tool to highlight how to edit and improve work to meet the success criteria.