






How is my work marked?

<i>Symbol</i>	<i>What does it mean?</i>
	<i>Doesn't make sense. Read it again and change.</i>
	<i>Incorrect spelling. Use a dictionary or vocabulary mat.</i>
	<i>Capital letter or punctuation error.</i>
	<i>Work is correct</i>
	<i>Please correct your work</i>

Your teacher may put a sticker in your book; this means you have earned a dojo. You must follow up all marking in order to correct and improve your work.

How we mark

Edit marking must be followed up by all children.

Modelling should be used, where appropriate, across all subjects.

All work should have a tick of acknowledgement.

Writing	Stage 1	After 1 st written piece, use the staircase symbol to set a grammar and/or genre based target for the next piece of work.
	Stage 2 - Independent	Before 3rd piece, write the target set from stage 1 piece in bubble (front cover). At end of piece, highlight where the target is met (pink). If a key skill at Age Related Expectations is not met, you may use this as a target for the next writing cycle.
Maths		<ul style="list-style-type: none"> - Daily work either marked by the adult (in red pen) or by the child (in green pen). -Complete a RAG rating at the end of the main teaching session before moving onto their independent work.
Reading		Edit marked with comments to further children's responses if appropriate.
Topic, Science, RE		-Edit marked with <u>subject specific</u> scaffolded comments (to move the children's learning on) where appropriate (i.e. historical/geographical/scientific questions)
Art/DT		<ul style="list-style-type: none"> -Acknowledge work with a tick and comment if appropriate -It may be appropriate to remodel a technique
PSHE		<ul style="list-style-type: none"> -Edit marked -No requirement for comment at the end of each piece of work but may be given in order to encourage effort
English skills		<ul style="list-style-type: none"> Handwriting (running marked or re-modelled) Spelling tests totalled and recorded
Rewards		<ul style="list-style-type: none"> -Good work should be praised verbally and celebrated regularly -Good effort should be awarded with stickers (one sticker in book = one dojo)
Pen use		<ul style="list-style-type: none"> Children correct edit marking in pencil Children edit and revise own work in green Self-assess/peer assess in green All staff marking in red Children can self-assess against the objective in green highlighter Staff can assess against the objective using pink highlighter