



Guidelines for Marking Writing

EYFS

Children's mark making and writing is documented by staff on iPads, through the taking of photos.

Feedback to the children is verbal and immediate, given to them as they are undertaking an activity.

Year 1

Marking of writing happens immediately, as the children are undertaking a writing activity, and is done on a one to one basis. As such, not every piece of writing in the children's books will be marked.

Blue highlighter pen should be used to indicate where children have correctly included punctuation, or met a learning objective. A maximum of three blue highlights could be used per marked piece of writing. No written comment should be given, as feedback is oral.

Green highlighter pen should be used to highlight up to three incorrect spellings of high frequency words and common tricky words, or blends/digraphs incorrectly used in words. The children can then copy these out to help them practise the correct spelling.

Year 2

Blue highlighter pen should be used to indicate where children have correctly included punctuation, or met a learning objective. A maximum of three blue highlights to be used per marked piece of writing.

Whenever possible, feedback should be oral and immediate, or given in close proximity to when a writing task is undertaken. A simple, positive comment, related to composition and effect, can be given in a blue speech bubble, if this is felt to be appropriate for a child.

Orange symbols, taken from the appropriate marking code, should be used in the margin of a piece of writing. Up to three orange symbols can be used per piece of writing. These are to encourage a pro-active approach with the children towards the editing of their work. When children respond to the orange symbols, and make changes to their work, they should do so in coloured pen.

When writing, children should be encouraged to underline words that they are not sure they have spelt correctly; this should help improve flow and confidence in writing. The teacher could then select up to three incorrect spellings from the words identified by the children as mis-spellings, although they must ensure the words are appropriate for the developmental level of the child to practise spelling. These words should be **highlighted in green** and children should copy these words out to practise, using **look-say-copy-cover-write-check**. Alternatively, the teacher could select three incorrect spellings of high frequency words and common tricky words, or blends/digraphs incorrectly used in words.



Year 3 to 6

Blue highlighter pen should be used to indicate where children have correctly met a learning objective. A maximum of three blue highlights could be used per marked piece of writing.

Following a sustained, longer piece of writing, a simple, positive comment, related to composition and effect, should be given in a blue speech bubble.

Up to three **orange symbols**, from the appropriate marking code, should be used in the margin of a piece of writing. These should encourage a pro-active approach from the children towards the editing of their work. No orange task (comment) is needed, unless this is felt to be appropriate.

Children should have a **self-assessment box**, provided by the teacher, with up to three objectives they need to meet in their writing.

When they are writing, children should be encouraged to underline words that they are not sure they have spelt correctly; this should help improve flow and confidence in writing. The teacher could then select up to three incorrect spellings from the words identified by the children as mis-spellings, although they must ensure the words are appropriate for the developmental level of the child to practise spelling. These words should be **highlighted in green**. Children copy these words out to practise, using **look-say-copy-cover-write-check**. Alternatively, the spellings could be words selected by the teacher.

General

When year groups plan together, they should decide which pieces of the writing, undertaken during a unit of work, should be marked. These marked pieces should be meaningful and motivating for the children.

Children must then be given an appropriate amount of time to respond to marking, to ensure the process is a productive one.