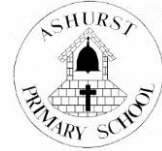




ASHURST CE AIDED PRIMARY SCHOOL

'Marking Policy'



Introduction:

At Ashurst CE Aided Primary School, marking should be a positive experience for children, praising their success in learning, helping them to understand how to continue improving and progressing; and enhancing their self-esteem and confidence.

Marking forms an integral part of overall assessment and planning. It shows children and all members of the school community that attitude, effort, progress and successful learning matter and are valued. It informs children of their achievements and the next steps in their learning; and how to continue developing and progressing.

Teachers evaluate and assess children's learning and use the information to further develop their planning to maximise individual learning.

We encourage children to take ownership and responsibility for their progress in learning. They feel proud and know what successful learning is. They know the next steps they need to take and gradually develop the skills of self-assessment.

Parents and carers understand the strengths and areas for development in their child's work and learning.

School Practise:

At Ashurst, we aim to provide a system of marking based on consistent and continuous practise across and within the school.

In KS1 most marking takes place alongside the child, at an appropriate level. It is immediate, personal and readily understood. Teachers most often record the context for the work/activity in children's books, the nature and level of support given and the extent of child independence in undertaking it.

Marking of this nature is more for the wider adult/teacher audience.

In KS2 marking is part of the developing dialogue between child and teacher which results in children knowing HOW to improve, and by them making effective progress, especially over time. Marking tends to be more formative than summative.

At Ashurst we are mindful of teacher workload and teachers may choose to use a 'Mark Book' to record whole class marking. This may include notes on the following: common misconceptions, work to praise and share, further support or recap required. In this way teachers can identify and note key points from the lesson enabling them to address them as a whole class or in groups in the next session.

Not every piece of work in children's books will be marked.

The teachers' mark in blue pen:

- A blue pen is used to indicate how successful and effective the child/work is in meeting the aims/objectives of the activity task.
- It is also used to indicate how the child/work may be further developed / improved for the children to make sure progress and be even more successful.

Children's Response to Marking is in purple pen:

- Children are encouraged and taught to evaluate their own work before marking, taking into due consideration the shared learning objectives and/or criteria; and any previous individual targets set.
- They are encouraged and taught to reflect after marking, taking the opportunity to correct, practise and/or investigate a problem. They are given time within the school week to respond to feedback and marking.
- Children show they have read and understand comments by signing/initialling beside the teacher's comments.

Agreed symbols/codes and meaning:

Literacy Marking Codes	Maths Marking Codes	Other subjects
P Punctuation error in that line	✓tick if correct	• ...dot incorrect, try again
SP A wiggly line put underneath the error as appropriate (no more than 3)	• / _ incorrect, try again	Ind Independent work
Spelling error to be looked up and corrected	Ind Independent work	S Supported work
? This doesn't make sense	S Supported	TP Team point
CL Capital letter needed or in the wrong place	TP Team point	NS Next step
^ Omission word/letter HW Handwriting	NS Next step	VF Verbal feedback
VF Verbal feedback	Teachers initials in a circle	
	VF Verbal feedback	

Evaluation and Review

Staff meet regularly to evaluate and review children's work to ensure the application of consistent practises, including in presentation and handwriting; and that marking is having a positive impact on children's development of their knowledge, skills and understanding, enabling them to grow in independence as successful learners and make at least good progress relative to prior attainment.

Mechanisms for Monitoring and Evaluating Progress

The Headteacher, staff and governors are involved in 'School Self Review' and consider the opinions of: children, parents/carers and all stakeholders through various means, including formal termly and annual practises and procedures.

Ashurst staff meet regularly to monitor, moderate and review children's performance, work and progress; and the school works with other local schools, moderating children's work across schools to ensure consistency of assessment practises and judgements made.

The Headteacher, staff and governing body are involved in the monitoring and evaluation of child progress and performance within and across the school, including Foundation Stage / Early Learning Goals, Y1 Phonic Screening, Reading and Spelling ages, Y4 MTC, KS1 and KS2 SATs results, Pupil Premium (eligibility, spending and impact) and of other on-going school assessments.

At the beginning of each term and half term, as appropriate, teachers upload their Medium Term Planners to the staff shared area for a breakdown of topics being studied by their respective year groups.

Up-dated and reviewed September 2025

To be next reviewed September 2027

Mrs Sarah Smith
Headteacher