

ASHURST CE AIDED PRIMARY SCHOOL

MARKING POLICY & PRACTICE



**Applicable from
September 2014**

INTRODUCTION

This policy will be reviewed in response to changing circumstances in school and guidance and advice issued by LA and DfE

This policy is the responsibility of the Full Governing Body, in consultation with the Headteacher.



ASHURST CE AIDED PRIMARY SCHOOL ASSESSMENT



'MARKING POLICY & PRACTICE'

from September 2014

Introduction:

At Ashurst CE Aided Primary School, marking should be a positive experience for pupils, 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 pupils and all members of the school community that attitude, effort, progress and successful learning matter and are valued. It informs pupils of their achievements and the next steps in their learning; and how to continue developing and progressing.

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

Pupils 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 Practice:

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

In KS1 most marking takes place alongside the pupil, at an appropriate level. It is immediate, personal and readily understood. Teachers most often record the context for the work/activity in pupils' books, the nature and level of support given and the extent of pupil 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 pupil and teacher which results in pupils knowing *HOW* to improve, and by them making effective progress, especially over time. Marking tends to be more formative than summative.

Marking is carried out by teachers alone, teachers alongside pupils, pupils self-marking, other pupils ie peer marking and, of course, supply teachers.

At the 'Pupils' Sharing Assembly' on Friday 19th September 2014, following discussion involving all members of the school, (please see 'Pupil Voice 2014-2015' Minute Book) it was agreed:

MARKING – mainly in KS2

The teacher chooses two different coloured pens.

1. **First coloured pen** to be used to indicate how successful and effective the pupil/work is in meeting the aims/objectives of the activity task.

2. **Second coloured pen** to be used to indicate how the pupil/work may be further developed /improved for the pupil to make more progress and be even more successful.

Pupils' Response to Marking:

- Pupils 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.
- Pupils show they have read and understood 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	
Sp Spelling error to be looked up and corrected and a wiggly line put underneath the error	• dot incorrect, try again.	
	•✓ Green completed correction	
	≈ Approximately	
? This doesn't make sense	? This doesn't make sense	

CL Capital letter needed or in the wrong place		
^ Omission word/letter		
HW Handwriting		

Evaluation & Review:

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