



**ASHURST CE AIDED PRIMARY SCHOOL**  
**'Marking and feedback Policy'**  
**From October 2020**  
Reviewed by staff: September 2022



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 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 to develop their skills and knowledge and to make progress.

Teachers assess children's learning informally on a day by day, week by week basis to inform and further develop their planning and teaching.

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. Each class has a copy of the Ashurst Non-Negotiables pertinent to their class. This enables children to develop independence in knowing what is required in key areas.

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.



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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 or 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 edit, correct and 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 correcting / expanding /signing/initialling beside the teacher's comments.

Agreed symbols/codes and meaning:

All subjects	Ind Independent work S Supported TP Team point NS Next step Teachers initials in a circle
Literacy Marking Codes	P Punctuation error in that line SP A wiggly line put underneath the error as appropriate (no more than 3) <u>or</u> SP in the margin to indicate that the child needs to check for spelling errors in that line which are to be looked up and corrected ? This doesn't make sense CL Capital letter needed or in the wrong place ^ Omission word/letter HW Handwriting
Maths Marking Codes	✓ ....tick if correct • ....dot incorrect, try again



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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.

Mechanisms for Monitoring and Evaluating Progress

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. Portfolios of children's work moderated by the Locality of Schools are kept.

The Headteacher, staff and governing body are involved in the monitoring and evaluation of children's progress and performance within and across the school, including: Foundation Stage / Early Learning Goals, Yr1 Phonic Screening, Reading and Spelling ages, KS1 and KS2 SAT results, Pupil Premium (eligibility, spending and impact) This monitoring informs class planning, interventions and financial decisions.

At the beginning of each term, the Headteacher receives Medium Term Curriculum Implementation Planners developed from the agreed Long-term Curriculum Planning documents from teachers for topics being studied by their respective classes. At the beginning of each week, the Headteacher receives a subject timetable from respective teachers.

Updated October 2021

Reviewed by staff September 2022

Mrs Sarah Smith  
Headteacher