



Ashton West End Primary Academy

Marking Policy

Approved by the Curriculum and Standards Committee

Date: 8th July 2020

Review Date: July 2021

Mission Statement:

**‘Today I am proud of my school,
tomorrow my school will be proud of me.’**

At Ashton West End Primary Academy, marking & feedback has three purposes, to help pupils:

1. Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

2. Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand.

3. Make visible signs of improvement as a result of feedback.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the feedback/guidance so that pupils may act upon it and make improvements. ‘Marking Response Time’ needs to be regularly built into lessons each week as appropriate. From the end of Year 2, children are taught to respond to marking.

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the key stages. Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of consistently high quality throughout the school.

Guidance for teachers

Pupils should be taught and encouraged to check their own work by understanding the Learning objective, presented in an age appropriate way, so that they can complete work to the highest standard. Short, challenging comments or oral feedback is more effective than in-depth written comments. Teachers should use professional judgement about when to use spoken, written marking, peer marking and self-assessment. Ashton West End Primary Academy aims to ensure consistency across the school but recognises that marking varies by age group, subject and what works best for pupils in relation to any particular piece of work.

Checking, marking and assessment are key factors that affect pupil progress. The aim of our Marking Policy is to ensure that all checking, marking and assessment promotes good and outstanding pupil progress in all areas of learning.

Guidelines for marking

- Provide time within the lesson for pupils to respond to feedback. This can be at the start of the lesson or even during the lesson- plan for it when it will be most effective.
- In Key Stage One, teachers use their professional judgement to decide when to introduce the editing purple pens.
- Explain to pupils how the 'next step' stamp works - they must respond to any marking comment made by the teacher to show their understanding of how to improve their work. Pupils must make the improvement(s) suggested to show a difference between their previous work and the improvement.
- Encourage children to see themselves as the first markers and audience for their learning and use their peers to assess work with them. This enables the children to become more independent, increases responsibility for their work as well as helping to develop an understanding of what they are learning.

What teachers' marking looks like:

Light blue – Objective met

Pink – Action needed

- All teachers' writing in light blue pen unless it is a next step and then that will be in pink.
- Blue highlighter: When marking, use a blue highlighter pen to emphasise what is good about the piece of work. E.g. in a piece of writing where the LO may have been, 'To use adjectives to describe a character', the marking of that work can just be the highlighting of the adjectives they have used well.
- Pink highlighter: Use a pink highlighter pen to identify areas that children need to improve or change.
- Learning objective achieved stamp/ working towards learning objective stamp: One of these is used at the bottom of each piece of work and used to mark against the learning objective.
- Next step stamp: To be used at least once a week in Maths and English books: Teachers may find that it needs to be used more than this some weeks and teacher judgement to be used. This stamp will always be used when marking children's final pieces of writing. The next step stamp is to be used to help correct mistakes, address misconceptions or extend children's learning. E.g. If a year 4 child has met the learning objective, but not used capital letters throughout their work, the child would have a 'Learning objective achieved' stamp and the next step could be 'Please use a purple pen to insert capital letters accurately within your paragraph'. If a child hasn't met the learning objective, then they will have a 'Working towards objective' stamp and the next step might be 'Come and discuss adjectives with me and then write this sentence again underneath.' With a star indicating which one you would like the child to write again.

Marking in foundation subjects:

- All teacher's writing in light blue pen unless it is a next step and this will then be in pink.
- Blue highlighter: When marking, use a blue highlighter pen to emphasise what is good about the piece of work. Use this method when appropriate e.g. in a piece of writing where the LO may have been, 'To locate Ancient Egypt on a current map of the world', the teacher would

highlight in blue if the map was labelled correctly. If it wasn't the incorrect label would be highlighted in pink and the child would get a 'working towards' stamp.

- Pink highlighter: Use a pink highlighter pen to identify areas that children need to improve or change.
- Learning objective achieved stamp/ working towards learning objective stamp: One of these is used at the bottom of each piece of work and used to mark against the learning objective.
- Next step stamp: This is to be used once a half term to extend children's learning and for any pieces of writing. For example: If a child writes a diary entry in the role of a child from WW2 or writes up a science experiment.

Marking in EYFS:

Marking codes are: **AL, CI, S, I**

Focus and Independent work will be marked as follows:

- Tick and date in light blue pen
- Smiley face or reward stamp where appropriate at the bottom of each page
- **AL** for adult led (focus and targeted work)
or
CI for child initiated (challenges chosen by the child, revisiting previous focus work independently or their own idea for an activity)
- **S** for supported
or
I for independent

Both **S** and **I** can be used on both **AL** or **CI** work for example a focus task that a child gets on with independently, **I**, or a **CI** task that they ask an adult for support with, **S**. For work that a child may have had support with initially but then continued to do some independently put an **S** next to the supported part and an **I** next to the part they did on their own.

- If it is not obvious what the work is, a brief comment stating the intention of the child should be written on the work, preferably using direct speech from the child.
- Direct speech about the work should be added if appropriate to show understanding and provide evidence for speaking element.
- When a piece of work shows evidence of a child securing a part of an aspect of learning, this can be assessed using the subject codes. For example **L -W - 40-60** to indicate a piece that should be taken into account of overall assessments. However, not every piece of work needs to be assessed, because it is less meaningful to mark all the work as some pieces are not clearly covering a specific point but building towards something else. All pieces of work can form part of the overall assessment for one or several aspects.
- Objectives to be written on focus / challenge tasks if prepared in advance E.g. on worksheets or written as headings in Literacy books. Objectives do not need to be on every piece of work if the intention is clear. If it is unclear a comment should be made clear.