# Ashton West End Primary Academy

# Marking Policy

**Approved by the Curriculum and Standards Committee**

**Date: 11th November 2026**

**Review Date: November 2027**

**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.

<u>Evaluation</u>

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.

<u>Guidance for teachers</u>

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 take responsibility for checking and editing their own work in the first instance. They should also be taught to utilise their peers the help them spot any errors. This enables the children to become more independent as well as helping to develop an understanding of what they are learning.

What teachers' marking looks like:

Light blue – Meeting learning objectives
Pink – Action needed

- All teachers' writing in light blue pen unless it is a 'next step' and then that will be in pink.
- Use a light blue 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 underlining or ticking of the adjectives they have used well. Underlining should be used to highlight longer sections when required.
- Use a pink pen to identify areas that children need to improve or change. This will usually require underlining or circling words or sections of text. Crosses should not be used.
- Learning objective achieved stamp/ working towards learning objective stamp: One of these is used on each piece of work and used to mark against the learning objective. When the objective is over several days, the stamps will be used at the end of the piece of learning.
- The next step stamp is to be used to help correct mistakes, address misconceptions or extend children's learning. The stamp should be accompanied by a comment or some indication of what they need to do to improve (in pink pen). When this is given verbally, teachers should make some note in the book of the content of the discussion, even if this is a few words.
  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 'Correct your capital letters'. If a child hasn't met the learning objective, then they will have a 'Working towards objective' stamp and the next step might be 'Correct your adjectives'. A member of staff may support or offer further direction with this.

Hot Spots

- Hot Spots are where a child needs to have another look at a section of work with some support. Teachers can identify errors and next steps with a sticker or stamp and pass these to a member of staff to complete at an appropriate time.
- Corrections should be completed in purple pen when appropriate. The original errors should not be rubbed out.

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.
- Use the light blue 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 underline or tick in blue if the map was labelled correctly. If it wasn't, the incorrect label would be underlined in pink and the child would get a 'working towards' stamp.
- Use a pink pen to identify areas that children need to improve or change when necessary.
- Learning objective achieved stamp/ working towards learning objective stamp: One of these is used on each piece of work and used to mark against the learning objective.
- Next step stamp: This is to be used to extend children's learning as required and for any pieces of cross-curricular writing. For example: incorrect spelling of technical vocabulary or key learning errors.

Marking in EYFS:

In alignment with the statutory framework for EYFS;

*'2.2 When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.'*

We do, however keep some WOW work the children produce, if we feel they have hit a milestone or mastered a specific skill. If this is done in a focus activity the following marking scheme will apply:

- I – independent work
- S – supported

Where support is used, there should be some commentary on how they have been supported.

*'2.5 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this. '*

Teaching Assistants are timetabled and extra 15 minutes per day for discussion with class teachers to share observations on children in the setting. Through this, intervention planning and spotlight children are discussed and planned for the following week. All staff are consulted when making formal assessments about children in the provision. These professional discussions are our internal moderation, which we then share with our cluster schools to ensure consistency.

We use Class Dojo to collect evidence from parents about practical skills they are showing at home. The partnership between teacher and parent is integral to our holistic view of the child.