


## Aston Lodge Primary School

### Marking Policy November 2014

- Marking should be manageable and meaningful.
- Marking must relate to what the children have learnt.
- There should be recognition and praise for achievement as well as clear strategies for improvement.
- There should be specific time allocated for children to respond to the marking and feedback given.
- Marking should help children 1) to understand what they did well, 2) to know how to improve and 3) to show Visible Signs of Improvement in their learning.
- Marking should inform future planning.
- Consistent codes and symbols should be used across Key Stages.
- During a block of learning there should be a variety of types of marking
  - Eg Whole class
  - Verbal
  - Peer group
  - Group feedback
  - Focus group marking - Independent work
- Comments should always relate to the Learning Outcome/ Intention. Children will need scaffolding help to enable them to respond to the marking
  - Eg a) Challenge - Now tell me about...
  - b) Reminder - What should you include in the setting
  - c) Provide steps - First check..., then see if you can...
  - d) Example - Use an adverb to improve this sentence...
- All marking to be in blue pen.
- Children to use purple 'polishing' pens to respond.
- Children should have the Star Learner's Intention stuck into their books for each Maths and English lesson. There should be Stars to Success and a Challenge Star. Stars achieved to be coloured in and stars not met to be arrowed.
- Star Learning stickers will be used in children's Learning Journeys
  - "I was a Star Learner today because ..."
- Star stickers on children's jumpers will be used to show Verbal Feedback in Nursery

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## Marking Scheme

Agreed Symbols	
✓	I agree
-----	Check your spelling
○	Check your punctuation
∧	You have missed a word out
//	New paragraph (KS2)
•	Check this answer
	Met challenge = 1 counter
ⓐ	Work with TA to improve
VF	Verbal Feedback (recorded in work, at the place feedback was given)