

St Augustine's Catholic Primary School



Marking Policy

***“We love and learn together by growing in
friendship with Jesus”***

***Linked virtues:
‘Learned & Wise’***

Autumn 2025

Purpose

This Policy is a guide to marking to ensure a commonality of expectations and consistency of approach throughout the school. Marking will be a focus of all School Self Evaluation practice and shared with staff and Governors.

Rationale

Marking is an integral part of the assessment process and Assessment for Learning. Quality marking provides constructive feedback to children, focusing on success and improvement against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Although we value the assessment dialogue, it must be purposeful and manageable. We expect marking to have a clear purpose and an impact.

Aims

- To acknowledge effort and attainment – **ticking** work that is correct or identifying errors.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and to provide next steps in their learning.
- For children to carry out self-corrections. This will be a minimum of once a week. (Guided in EYFS and Year 1 building to more independence in skills of self-corrections in Years 2-6).
- To assess children's learning against stated learning objectives (LO) and success criteria (WILF).
- To involve children in their learning by providing regular opportunities for self-assessment (SA) within lessons.
- To provide time for children to respond to oral/written feedback and acknowledge the improvements made.
- To encourage children to improve their own and others learning by developing skills in evaluating work and making evaluative, diagnostic and constructive comments that will move learning on. This will be carried out in **green** by the child (this is for both self-assessment and up levelling their work thorough self-correction).
- To encourage children to identify what they have done well and record targets achieved and **apply it across their learning**.
- To have an impact and bring about an improvement.
- To encourage children to do their best and feel good about their work.

General Guidance

- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible.
- The LO ✓ etc. **denotes how the children have achieved** by the member of staff marking the book.
- A good piece of work should be rewarded by a sticker on the child's sticker chart and in their book. For every 10 stickers achieved, the children earn a certificate, which is presented to them during celebration assemblies each Friday afternoon.
- Teachers can also award Family Points for a good piece of work (Years 1-6).
- Comments, whether verbal or written, should relate to the learning objective and success criteria (WILF) of the task. Task expectations must be made clear to the child before commencement through the sharing of LO & WILF.
- Comments should be positive and give suggestions on ways the children can improve.
- Next Steps need to be linked to the child's targets or the WILF and mark to check understanding.
- Writing Assessment Books – The 'Hot Write' will be quality marked and the Writing Moderation Sheet in the child's Writing Assessment book will be updated to aid with moderation purposes and provide clear evidence of achievement.
- Spelling, punctuation and grammar errors will be identified and an age appropriate gap task will be given. On occasions these errors may be underlined by either the teacher/teaching assistant or child and the correction written in the margin.
- Age appropriate spelling should be learnt and applied in their writing.

- There are certain words in RE that should always be spelt correctly: God, Jesus, Hail Mary, Our Lady, Holy Spirit, Amen and common exception words (Tricky Words) that once taught and known should always be spelt correctly.
- Marking should be completed in the agreed colours.
 - **Pink - Teacher (including HT, DHT & SEND teacher).**
 - **Black - Supply/Support teachers (including students).**
 - **Blue - Teaching Assistants.**
 - **Green – Pupils (for them to carry out a Self-Assessment, self-correction or Peer Review).**
- The Marking Shortcuts (Appendix 1) is a guide to aid marking and can be placed into the front of the books or on display within the classroom so that the children know and understand the system that is in place.
- Marking needs to be given regularly and as soon after the completion of a piece of work as is possible. Comments should be positive and relate to the Learning Objective (LO) and Success Criteria & WILF (what I am looking for).
- For extended writing activities, (Cold/Hot write), these take place at the beginning and end of each genre. The 'Hot' write tasks should be marked in detail and should be used for moderation purposes.

In EYFS, Year 1 & Year 2 detailed written marking is less likely to be effective and it must be ensured by the teacher that children know what has been written, why and the response they should make.

We use the following types of marking:

1. Active Marking
2. Verbal Feedback
3. Self-Assessment
4. Peer Review
5. Quality Marking

1. Active Marking

When Active Marking is purposeful it is very powerful. This approach includes the use of a visualiser, lollipops and other focused approaches to direct questioning and reflection of/about children's work. Work can be chosen at random or by design by the Teacher to share good work. This is also an approach where previous work of a high standard can be used as 'models' for improvement. Presentation, spelling and other general issues can also be covered, taught and consolidated through this approach.

We encourage staff to put an initial at the end of the piece of work that they have marked to ensure we can identify who has marked the book (if different from the Class Teacher) for monitoring and evaluation purposes. Clarity is needed on who is working with the children during their task, therefore the following codes should be used to assist with robust assessment:

- **I – Independent**
- **CT – Class teacher**
- **TA – Teaching Assistant**
- **Grp – Group work**
- **PW – Paired work**

2. Verbal Feedback

Verbal Feedback should be given to children throughout lessons: to acknowledge successes and/or to provide scaffold and direction to 'timely' correction/improvement work.

3. Self-Assessment

Children need to be trained to review their own work as they go along, check and edit as they finish. If children make a mistake within their learning, they will use a single line to cross through the error, using a ruler (See appendix 2), and

continue their learning thereon. Children will use green to check and edit their learning at the end of the lesson and where appropriate. A verbal form of assessment that can also be used is:

- Thumbs up/down/sideways – a verbal assessment
- Written assessment is below

You understood the learning objective	LO ✓
You need more practice	LO -
You don't understand the learning objective	LO x

4. Quality Marking

All subjects must be quality marked for every child once in every five lessons. Quality Marking, whether verbal or written, should be motivating for children. Good marking will enable adults and children to see progress. Marking should focus on both the successes against the learning objective and key improvements needed.

Children must be given time to respond to the quality marking as soon as possible after it is given. This could be at the start of the next lesson, where the CT/TA is supporting them with their task to ensure completion and can mark it and address any further misconceptions.

When quality marking takes place teachers will:

- read the entire piece of work
- tick examples of where the child has met the learning objective or something the teacher is impressed with
- identify next steps using the symbol ↗
- provide a focused comment, verbal or written, which should help the child to understand what they have achieved and what they could have achieved. Quality marking should be on each child's book once in every five lessons. A system can be put in place to help ensure no group is omitted.

When working with a group and providing intervention within the lesson, the following comments may be useful as a guide to help/support the children:

A reminder prompt - This simply reminds the child of what could be improved

- Say more about how you feel about this person – 3 more sentences.
- What needs to go at the start of a sentence?
- What else could you have included in order to make your work better?
- How can you check your calculations?
- What is the best way to set out your work for this type of calculation?
- What should you put at the side of your calculation?
- Write about how David would be feeling after Sam had run away.
- What is an alternative adjective that could be used instead of 'good'?

A scaffold prompt – This prompt provides some support

- What was the monster doing? 'The monster was so angry that he...' (An unfinished sentence)
- Can you describe how this person felt at the beginning of the story? (A question)
- Can you solve this calculation, $\frac{3}{4}$ of £40? (A question)
- Describe something that happened with the main character (A directive)
- Give 3 adverbs/adjectives/openings/connectives etc. that you could have used to improve your work.
- Work out 15×4 and check using the inverse (A directive)
- Draw a line 10cm long (A directive)
- He showed me he was a good friend when ... (An unfinished sentence)
- If there are 2 blue marbles for every 3 red ones, if I have 6 blue marbles, then I will have ____ red marbles.

An example prompt – This is extremely successful with children, especially with average or below average children, as this prompt gives the child a choice of actual word or phrases.

- Choose one of the following to make your work even better or try and think of your own sentence.
- James was a kind, likeable boy with a great sense of humour
- Janet was easily bored and liked lots of attention
- Circle the correct answer e.g. which word is an adverb/connective/opener/verb etc. or which angle is the biggest or which shape is a polygon or which is the largest/smallest amount?
- What is the missing word: An action word is a v _ _ _ or a 3D shape that has 6 faces and 8 vertices and 12 edges could be a _ _ b _ or a _ _ _ _ _ d.
- Find the correct way to spell the word that is highlighted in your work, use a dictionary and write it out 3 times.
- Join the fraction to its matching decimal.

These comments represent differentiated marking with a reminder prompt directed to Middle ability children and an example prompt to the Lower ability children.

APPENDIX 1 - Marking Shortcuts - The following shortcuts are to be used as an aid to marking.

LO ✓ - Learning Objective achieved

LO - - Learning Objective partially achieved

LO x - Learning Objective not achieved

Pink ✓ particular words / phrases / sentences - linked to the Success Criteria (WILF)

┌ Next steps

O – circle - to show that something is wrong or missing linked to punctuation (PINK)


. (dot) – indicates an error. It can provide an opportunity for a child to go back and self-correct

CL – Capital Letters

FS – Full Stops

? – muddled / unclear

 - Finger Space

VR or  - Verbally spoken to the child

© = Carry out correction

CT or TA - Worked with an adult

I – Independent work

Grp – Group work

PW – Paired work

PA – Peer Assessment

Sp – Spelling – correct the spelling error (Key word linked to specific subjects or a common exception word)

Hw – Handwriting

DD – Daily dictation

SS – sentence starters

wb – word bank

w/b – whiteboard work

AT – assistive technology (use of ipads or apps to support learning)

CL&M – Catholic, Life and Mission Folder

FP – Family Point

CST –Catholic Social Teaching

Abs – Absent and date to be recorded if a child is not in school

There will be times when children miss parts of lessons due to other activities that are taking place in school:

- **APH – Active Play Hereos** **M – music lesson** **School Meeting – mtg** **Sport - SPT**

Encouragement should be given to children to use the Virtues or the Principles of Catholic Social Teaching in their work, therefore, awards should be given for demonstration of these words in their writing (Family Points/Stickers).

Year 5 and 6, there are additional abbreviations linked into grammar work.

EYFS Marking Codes


This should be read with reference to the whole school marking policy.


- All learning activities should have the child's name on.
- Children should be encouraged to use their name cards to copy their names (Nursery copying letter shapes, progressing to forming letters correctly when they have developed their fine motor skills, with the aim that by the end of Reception they will be able to write their Christian name (without a name card) and copy their Surname.


Pink ink = Class Teacher

Blue ink = Teaching Assistants

Black ink = Supply Teacher

 = oral feedback given

 = adult support given

 = LO has been achieved, child has tried their best

✓ = for something in their learning that you are really impressed with

CL&M – Catholic, Life and Mission Folder

If children are completing a teacher led activity which involves colouring in, firstly, consider the learning in this and, if appropriate, they must colour using the appropriate colours.

As children progress through Reception:

- Correct phonetic attempts within words should be marked with a small tick above the sound/digraph or trigraph
- If they have correctly spelt a whole word, one tick should be marked at the end of that word
- As children are ready introduce 'Next Steps' comment (see main policy), including misspelt words that you know they can spell correctly (e.g. tricky words).
- Other symbols may be used from the whole school marking policy, e.g. finger spaces, if appropriate.

APPENDIX 2 – Presentation

High expectations for presentation are needed by all and the following is expected:

- Long date is used in RE, English, History and Geography
- Short date is used in Maths, Science & all other subjects
- The date and learning objective are underlined (Y2 upwards)
- If a child makes a mistake then they will put a single line, using a ruler, to cross through the error. This enables children and teachers to see where mistakes and misconceptions have been made and how they have been addressed and rectified. Erasers will be used with caution and usually only used in art.
- Maths – margin on the left hand side of the page and in the centre (folding the page in half and drawing a line). This is for Year 3 upwards and for Year 2 to begin in the latter part of the summer term. This centre line is only required, depending on the type of maths work that is being carried out.

This Policy was reviewed and agreed by staff: September 2025

Review date: Annually