



DIOCESE OF CHESTER

ASTBURY ST MARY'S
CHURCH of ENGLAND PRIMARY
SCHOOL

Marking Statement

Purpose of marking

- To acknowledge effort and attainment.
- To provide constructive feedback to improve learning.
- To identify mistakes and offer encouragement.
- To assess children's performance against stated learning objectives.
- To ensure a consistent approach throughout the whole school.

Strategies for marking

Teachers' oral and written comments will provide clear and easily understood feedback and encouragement for learners. Children will be given time to look at and act on the teachers' marking.

In English

Time to look at marking, takes place for KS2 students at the start of every lesson, or on occasion, during the lesson. This includes children reading the green comments and initialling to show they have been read, then responding to pink comments to improve their learning. Children will initially respond in pencil but will progress to using purple pens at the teachers' discretion. (purple polishing pen). All work completed following pink marking will be marked.

In the EYFS and KS1, marking frequently happens through daily discussion with the teacher, unless it is an independent piece of writing. Children have the opportunity in that lesson to improve their work.

Verbal feedback will be given during lessons while the learners are engaged in the learning process, a V in a circle will be marked in books. A verbal feedback stamp may also be used.

Feedback and marking will celebrate and reward success and let learners know what they need to do next to improve.

When marking maths and English, the following procedures will be followed:

Use green to show objective/target has been met and/or to point out positive features. The whole of the learning objective may be ticked in green to show the child has achieved this learning.

Use pink to point out where improvements and further learning are required. (NB as appropriate to children's age and national curriculum expectations)

Use **T** in a book to show a teacher has worked with that child in the lesson as a focus group.

Use **TA** in a book to show a teaching assistant has worked with that child in the lesson as a focus group.

Use **I** in a book to show a child has worked independently, when this is important to note.

Teachers may also use blue to mark next to green or pink colouring.

Peer assessing, both verbal and written, and self-assessment will be used as appropriate. This will be done in a variety of ways. For example; 2 stars and a wish, using post it notes, traffic lights or marking against a success criteria.

When correcting spelling, an adult will use a pink pen to underline the incorrect spelling. The correct spelling will be written and children are expected to use the look, say, cover, write, check to learn the spelling. The spelling will be written 3 times. Children need to compare incorrect spellings above the corrected spelling. As children progress through KS2, spelling may not need to be written and a dictionary used to find the correct word.

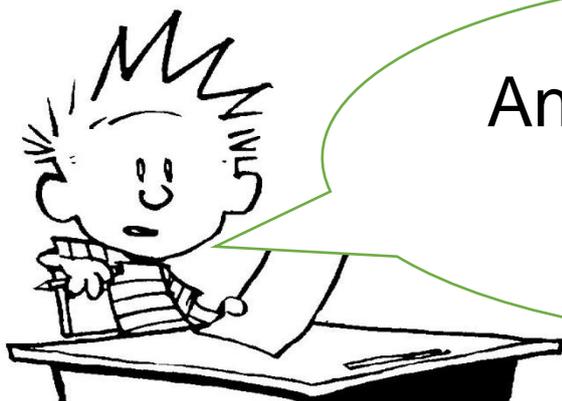
The following poster will be displayed in each classroom.

Understanding Marking

Green for Go! Well done, you have met the target for the lesson and/or have shown your understanding of what you have learnt so far.

Pink Think! You need to look at this again and have another go.

Remember to use your **purple polishing pen!**



Any questions? Just
ask.