

Marking Policy

Date Approved	Committee responsible for review of policy	Next Review Date	Policy on Website	Statutory Policy
June 2026	Curriculum & Standards	June 2027	No	No

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As part of regular, ongoing assessment, marking forms a crucial part of feedback to pupils, recognising and praising achievements and successes whilst giving guidance for further development and progress.

At Anstey Junior School, all children will receive timely and meaningful feedback to their work, which will enable them to recognise what they did well and what they still need to work on. Feedback should be meaningful and appropriate to the child. The fundamental purpose of feedback is to set clear expectations and to identify points for subsequent so that pupils have the right tools to help them make optimum progress.

Marking expectations:

Writing:

During a learning journey, the Learning Objective for that lesson will be stuck at the top of the child's page and will include the differentiated writing lenses that they are working on during that lesson. This will enable the teacher and / or the child to interact with this throughout the teaching session, giving feedback on which of these they have already used effectively and which they are learning to use next.

A success criteria will be generated with the children for the final piece of writing in a learning journey and this will be displayed on the working wall. A printed version of this will be used at the end of the piece to support children in evaluating and editing their work. (See Appendix 2 for agreed format). The success criteria will be differentiated to support progress for all. It will have an identified proof reading focus, to ensure the accuracy of secretarial aspects, and an identified editing focus which will develop the effectiveness of the piece. Children will be given directed time to work on this independently or as part of an identified teaching or intervention group.

There must be clear evidence in the books, where the child has worked on the foci that were set. The children do this in purple pen.

To ensure success criteria do not limit children's work or become a 'shopping list' of features, each one will include a section where children will reflect on what additional features they have chosen to use to impact their reader, clearly linking their thinking back to the purpose and audience for their piece.

Maths:

During a learning journey, the Learning Objective for that lesson will be stuck at the top of the child's page. By the end of each lesson all maths work must be marked to show what was correct and what was incorrect, as well as the level of support received. This marking can be done by the pupil or the teacher. Where 'honesty sheets' are used, children will be directed to check their work at a specific point, so that misconceptions or errors can be picked up early on and addressed before children move on to their next piece of learning. Equally, these can be a vehicle for children to show their understanding and move on more quickly to the next stage of learning. When stages on the S plan has been achieved, this will be ticked on the S plan at the start of the learning journey. A next step may be set, if needed, but this may be covered through the use of one of the symbols in Appendix 1. **There must be clear evidence that any misconceptions/inaccuracies are addressed and worked on in subsequent teaching sessions.**

General information
Adults will mark in pink pen throughout all work to ensure a good contrast between this and children's recording.
The level of support received for a piece of work must be indicated; this will probably change throughout a lesson and so should be indicated in the margin to demonstrate the learning journey, alongside verbal feedback given.
Children must have time to work on their next steps and this must be clear in their books. Children will use purple pen to edit.
All work needs to have feedback (not just maths and English) and must be acknowledged. This can be self or teacher marked. All work must be marked against learning objectives/success criteria before the next teaching session and during a learning journey, there should be evidence of challenges being set and thinking points being given. Marking comments may also reference Growth Mindset or learning behaviours such as perseverance.
Marking and feedback must be used by teachers to plan and assess children's knowledge and to plan their subsequent session (AfL).

Appendix 1
Symbols to use across the school

I	**Worked independently.**
S	**Worked with an adult.**
P	**Worked with other children.**

VF	**Verbal feedback given by teacher.**
	**My next step in learning.**
sp	

Appendix 2

Example Writing Learning Objectives



LO. To pique the reader's interest through an engaging introduction.





LO. To introduce the key information of a newspaper topic.





LO. To manage shifts in time within a diary entry.





LO. To use time adverbials and descriptive vocabulary to show the character's past experience.



Writing success criteria examples:

Master:

Success Criteria	Pupil	Teacher

Example:

Success Criteria – Persuasive Letter	Pupil	Teacher
I have written in a style suitable to persuade a formal audience.		
I have used modal verbs or adverbs to indicate possibility.		
I have used brackets for parenthesis.		
I have used a range of sentence structures to keep my reader engaged.		
I have organised my points into clear, structured paragraphs.		
Proofreading focus – Check your –ful suffixes Editing focus – Use a 3 bad dash sentence for effect		
To impact my reader, I've also used:		

Proofreading focus examples:

Specific punctuation e.g. commas, spelling rules as a trend throughout a piece of writing

Editing focus examples:

A lens that they haven't included e.g. metaphor, a section to rewrite or improve, sentence structure suggestions, sentence type suggestions (Alan Peat)

Maths Learning Objective example:

LO: To add three digit numbers using column method

LO: To find equivalent fractions of shapes