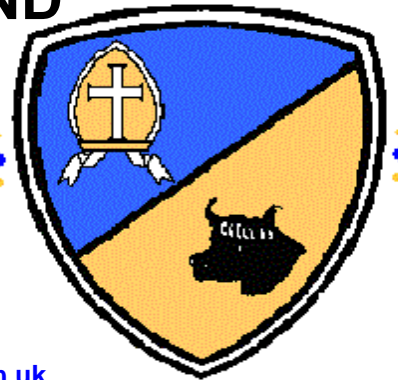


# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Church Lane  
Lowton  
Warrington  
WA3 2PW  
Headteacher: Mr S Hardaker



Fax  
web

01942 201140  
01942 205048  
[www.saintlukes.wigan.sch.uk](http://www.saintlukes.wigan.sch.uk)  
[enquiries@admin.saintlukes.wigan.sch.uk](mailto:enquiries@admin.saintlukes.wigan.sch.uk)

St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

*'Following in God's way, Learning day by day, Working with one another, Caring for each other'*

## MARKING POLICY

Date of Policy: 2025

Review Date: 2028

### Introduction

At St. Luke's we have developed a consistent marking policy that informs and challenges pupils' learning throughout the school. Children become more involved with marking / assessment as they progress through the school.

### Aims

- To inform teachers' planning.
- To inform children of their own progress and future targets.
- To recognise, encourage and reward children's efforts.
- To relate target setting to IEP's
- To provide a record of pupils' progress, which will assist teachers in reporting such progress to parents.

### Implementation of Marking Policy

- All work must be assessed as completed by the children using the method most appropriate for the task or any future tasks.
- In the reception class, as work is assessed, it is dated for the children to provide an ongoing record of development over time. They begin to date work as their writing develops.
- Where appropriate, work must be assessed against agreed targets or lesson objectives.
- Comments should be positive and constructive.
- Comments must be written in language appropriate to the child's stage of development – even when this is supporting verbal feedback.
- 'Fix this' should be used, where appropriate, to inform children of their next steps in a piece of work.

- Modelling should be used, where appropriate, so that children are able to self-correct or complete their next steps.
- Pupils use either a green or orange code system and a personal comment that reflects their self-assessment. (Green shows that they feel they have fully understood/Orange shows that they feel they would like further work).

### **Marking Code for Writing**

Our aim is to assess the children's work clearly and consistently so that they become familiar with the code and understand the meaning of it.

Some work will be marked in more detail.

Work should be marked neatly, using cursive script. No ticks or other teacher marks should be so large as to obliterate children's work.

All children's work should be marked using green ink. Writing is highlighted with a yellow highlighter to direct the pupils' editing process.

In KS2 and Y2, when appropriate, the children use editing to improve their writing. Teachers direct and support this using coded marking:

/	- start a new paragraph
A circle around the letter	- incorrect case
A circle around the word	- find a more effective/appropriate word
Highlighted word	- use a dictionary correct the spelling
^	- missing Word(s)
Highlight where punctuation needs correcting/adding	
?/wiggly line	- re-read for sense

During the writing lessons, a list of targets are compiled that the children are expected to use within their editing and final draft. This list is ticked by the children as they write then checked by the teacher to inform next steps.

### **General Marking Code**

**The following marking key is used by teaching staff:**

**FW** – Further work needed.

**OA** – Objective Achieved.

**S** – Supported by Teacher or Teaching Assistant.

**VF** – Verbal feedback has been given in the lesson.

Tick - Correct

Cross - Wrong

**C** – The child is required to do a correction. Children are given time to do this,

If the whole section is wrong then a comment will be written asking the children to seek help, rather than covering work in crosses.

Where appropriate corrections are to be completed and then marked.

Work should be presented in a clear, organised manner. If the minimum standard is not reached then a comment is made verbally / written work should be repeated at break time or for homework. If completed at home, a parent is to sign work.

SEND children – use professional judgement regarding above. Effort may have been given to understanding but presentation may be lacking.

### **'Fix this' (Maths and English)**

Teachers include the term 'Fix this' in their feedback if pupils have shown a good understanding of the work. This will be followed by an extension question that will extend and challenge their understanding.

'Fix this' also used if the child has a misunderstanding of the method used followed by a brief explanation and the child's question that needs to be 'fixed'.

The children are given time to 'fix' these at the beginning of the next lesson.

In English and Maths, in years 2-6, there should be three pieces of recorded work each week which staff have marked in detail and highlighted the next steps.

In Year 1 this should be evident in at least two pieces of written work each week, building up to three by the end of the Autumn term.

In Reception this should be evident in at least one piece of written work each week, building up to two by the end of the academic year.

### **Monitoring and Evaluation**

The policy and practice for marking will be monitored in the following ways:

Book Monitoring. Samples will be requested by either HT, SLT / or Co-ordinators as part of ongoing Monitoring & Evaluation policy.

The policy and practice will be evaluated in the light of any further reports and recommendations made by the DFE and external consultant.



SCHOOL  
MEMBER

