

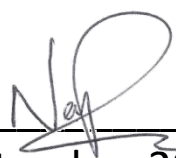


St. Nicholas Catholic Primary School



Policy on Marking & Assessment

Policy Written & Agreed:
Ratified by Full Governing Body:
To be reviewed:



September 2026

September 2027



St. Nicholas
Whole School Policy on Marking & Assessment

This Marking & Assessment policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Local Governing body.

The implementation and ownership of this policy is the responsibility of the Executive Head Teacher, Head of School and Local Governing Body.

The overall accountability and effectiveness of the policy will be the responsibility of the Executive Head Teacher and Local Governing Body.



St. Nicholas Catholic Primary School
MARKING AND ASSESSMENT FOR LEARNING POLICY



Working walls are used to show a range of scaffolding and modelling strategies. These are used to support pupils and provide next steps. i.e. • Vocabulary. • Key spellings. • Modelled pieces (Cursive handwriting). • Maths examples of CPA.	
On Planning	• LO recorded for each lesson. • Key questions identified for each stage of the lesson. • Appropriate differentiation.
Start of Lesson	• Learning Objective (LO) to be displayed in the classroom and in books. These should focus on specific skills and relate to St. Nicholas curriculum. • Success Criteria (SC) will be used where appropriate as a tool for self-assessment. • Success Criteria should be skills based not just a list of activities. SC can be displayed on working walls, flip charts, etc...
During Lesson	• VF symbol recorded in the child's book at the point at which they are visited by the staff member. • Adult gives verbal feedback (which may include a question or task) and highlights good points during the lesson. • This feedback shows how adults have enabled children's progress in the lesson. • VF should relate to the LO and be subject specific. • All adults consistently model good practice throughout the lesson (i.e. correct subject terminology and accurate spoken grammar). • Misconceptions are identified through use of questioning and formative assessment. • These are addressed with individuals, groups or the whole class through verbal feedback.
End of Lesson	• Self-assessment (SA) Pupils to RAG themselves against the SC: Smiley face – achieved Neutral face – OK/some support Sad face – supported/not understood SA must be consistent and modelled to be effective. Pupils will use 'purple pen of progress' to make corrections or improvements after adult feedback or mini plenary. • Peer-assessment (PA) Effective verbal or written feedback given by peers will be: - Based on LO - Kind - Specific - Helpful • All pupils should have received feedback using: Highlighting: 'Pink – think' identifies area to improve and must be linked to the LO. 'Green – go' identifies an area of success and again must link to LO. • TAs to mark work and initial. • CT to make comments and use – LOV if achieved or LO. If working towards • Any questions or tasks given should be completed by the pupil and needs to be marked by CT when done. • SP x 3 used for key spellings which have been incorrectly spelled.
General	• Supply teachers are expected to follow the marking and assessment policy as above. Supply teachers to mark each page with (ST). • Teaching Assistants to follow the marking and assessment policy as above. Teaching assistants to mark any VF with their initials.