



PRIORY SCHOOL
EDGBASTON

PREPARATORY MARKING POLICY
(NON-STATUTORY)

Trustee Committee:	Education	
Date Approved:	September 2025	
Next of Review:	June 2028	
Member of Staff Responsible:	Declan Griffin – Deputy Head	
Trustee Overseer:	AC – Mrs Cleary	
Intended Audience:	Employees, Volunteers, Parents, Pupils and Visitors	
Relevance:	Whole School	No
	Early Years	No
	Preparatory	Yes
	Seniors	Yes
Access:	Website	Yes
	Internal	No
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

PREPARATORY MARKING POLICY

Aims

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Correct mistakes and provide constructive feedback which will aid progress
- Encourage and enable the children to learn independently.
- Assess children's performance against stated learning objectives

Principles of good marking

Good marking or annotation of children's work should:

- Be positive, motivating and constructive to show that work is valued
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Relate to the Learning Objective of the lesson set but also relate to basic skills in English linked to handwriting and spelling
- Be consistent across all subjects
- Give feedback to children and to inform them of their achievements and the next steps in their learning
- All work, including homework, should be marked in accordance with this policy
- There should be a balance between written and verbal feedback, with group observations being used as appropriate
- All teachers will display the marking criteria prominently in their class room for children's quick reference
- Use self-assessment when and where the opportunity arises in order to encourage ownership of their own learning and independence
- Always accept high standards based on an individual's ability

Marking Procedure:

Codes to be used across all feedback/books from Reception to Year 6:

LOA+ Pupils have exceeded their learning goal

LOA Pupils have achieved their learning goal

LOPA Pupils have partly achieved their learning goal

LONA Pupils have not achieved their learning goal

IL Independent learning

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PL	Paired or partner learning
GL	Group or table learning
AL	Adult assisted learning

As much as possible, marking should be completed during the lesson, following strategies of live marking. Teachers to indicate all marking and feedback provided in red pen.

The teacher and teaching assistant (TA) should circulate around the tables marking as they go, resulting in every pupil having 3-5 minutes of adult input at least once during the lesson.

Where mistakes are found, the teacher gives instant verbal feedback and the pupil edits their work. Pupils should leave incorrect work (no rubbing out) and answer correctly at the next possible opportunity using a green pen.

All positive praise and targets are to be given to the pupils verbally as the teacher and TA circulate. House points and stickers can be awarded during the lesson.

Pupils should be sat in mixed ability groups in all lessons all of the time. They are essentially all working toward the same goal. This does not mean differentiation cannot happen. However, differentiation should only be done when a pupil cannot access work at a certain level and never for the sake of a book scrutiny. For SEND pupils, differentiation is non-negotiable – they must be given work they can access. This will usually be different from the rest of the class.

GAP tasks are given through a combination of verbal and written feedback in lessons, and pupils respond with green pen. For example, in a reading lesson where the pupil has not been given enough information, the teacher may verbally ask “but how do you know this?”. The pupils will respond with the appropriate sentence opener in green pen next to their original answer or use an asterisk.

Children's Input

It is important that children input into their own learning. To this end, they should be taught to use the following symbols during the course of each unit or key learning objective.

- 😊 I understood this work and have achieved all of the learning objective
- K I understand some of this work and have achieved part of the learning objective.
- 😢 I found it hard to do this work and will need further help.

Oral Feedback

It is important for all children to have oral feedback from a teacher depending on the task. This dialogue should focus upon successes and VF will be put in the margin of the pupil's book.

Self-assessment

The children will use faces to inform the teacher how well they believe they achieved the learning objectives:

- 😢 I have not attained many of the success criteria and would like support.
- 😊 I have attained enough of the success criteria to build on my understanding- child to say what it is they would like to look at

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 I have attained most, if not all the success criteria.

Correction Procedures

- Corrections will be completed underneath or nearby to work.
- Rubbers will not be used for corrections unless directed by the teacher.
- Errors will be neatly crossed out with a pencil and ruler.
- Incorrect key word spellings may be used in the child's weekly spelling test.

Marking may be done by:

- Teacher alone.
- Teacher alongside child.
- Child alone (self- marking)
- Other children (peer marking)
- Teaching Assistants.
- Supply teachers.

Monitoring and Review

The curriculum is constantly being reviewed to take account of educational initiatives and respond to the future priorities of the school.

This policy will be monitored by the Deputy Headteacher, who will report to the Headmaster on its implementation on a regular basis.

It will be reviewed by the designated member of the Governing Council.