MARKING POLICY

Reviewed September 2026

Marking is an aspect of assessment, which will inform a variety of audiences. It is a way of responding in a number of ways to children's work and may include writing on the work, making marks or spoken responses and dialogue with the pupil.

Purpose

- To help the child understand, improve or correct their work and strengthen feedback to the children.
- To celebrate the child's achievement.
- To support recording, reporting and monitoring.
- To indicate for assessment purposes the support given during a piece of work.
- To communicate to parents, or other adults, how well the child has grasped a particular task.
- To show progress over time.

Expectations

- When an adult is working with a group, work should be marked alongside the child whenever possible. Independent work may be marked at a later date.
- In the moment marking should be in blue to show where teacher intervention has been effective. This should demonstrate the progress that has been made by the child in response to your intervention.
- After lesson marking should be in green to show that the teacher has reviewed the learning.
- Work will not always be marked by the class teacher, but sometimes by the LSA if they have worked with the child, or by a supply teacher or the head teacher. Everyone should initial any comments made.
- Marking should inform progress: Children should be given opportunities to improve or correct their work; for example, rehearsing correct formation of a letter or numeral that has been formed incorrectly, practising a new spelling, inserting missed punctuation, improving some spelling within a piece of writing, answering questions posed or making additions and improvements.
- Marking should inform future planning but should be manageable. Every piece of work does not have to be marked in great depth; it depends on the purpose and expectations of the task.
- There will be a range of strategies used to mark children's work. These will range from: verbal or written comments, stickers and sharing work with other children/staff/HT/parents
- Children should be given time to respond to marking, either within the lesson or as a morning activity.
- Marking meant for children should be written in the form expected for that year group and should be neat and carefully written.
- Appropriate editing of written work in KS1 consists of children re-reading what they have written to check that it makes sense and then making any necessary amendments or additions.

Early Years Foundation Stage

- Marking is done verbally with the pupils for all work when possible. Any comments or corrections at the time will be in blue pen and written comments may be added later in green pen. When marking writing, a system of ticks will be used to encourage children's developmental writing as it moves from mark making to words, with correct sounds ticked to show the child's success. Once a child can confidently use sounds in their writing, the responses will be as outlined for the rest of the school.

Key Stage 1

- Teachers should use their professional judgement about how many errors to correct, and what is corrected should link with what has previously been taught and the learning objectives. Children need to be given time to respond to the targets and opportunities to edit some pieces of work especially when there is a given success criteria. At the end of a significant piece of work teachers may use a star and a wish in their marking as a talking point for improvement.

- When marking assessed pieces there will be no marking except for a tick, date and initial and a comment to say that it is an assessed piece. An assessment grid will be completed for these pieces.

Responding to work	**Suggested mark**
Spelling is incorrect and they are expected to know it.	Dot the word and give the children time to correct it.
Spelling is incorrect and they are not expected to know it.	Dot the word and give the correct spelling for the children to practise (2-3 words max).
Punctuation error.	Insert the missing punctuation. If the child is expected to know, the omission should be highlighted with a line or circle and work should be returned for them to correct.
Incorrect letter or numeral formation.	Underline errors, model correct formation for the child to practise.
Maths/spellings.	✔ If correct • if incorrect (encourage child to revisit)
Word is omitted.	^
To indicate work has been carried out with guidance.	G CT or LSA An additional comment may be added to indicate level of support.
Verbal Feedback within the lesson. The CT or LSA has had a discussion with the child and supported or extended their learning within the lesson.	VF
To indicate if a piece of writing has been completed independently.	I
In Maths, the following codes will be used by the CT or child to show if resources have been used to support calculations.	C = counters TO = Diennes (Tens and Ones) NL = number line NS = 100 square BS = bead string TF = Tens Frame Num = Numicon Triangle marking system: 1 side = emerging knowledge, 2 sides = developing knowledge, 3 = secure. This will be used in selected pieces of work.
TRaP	TRaP – In Year 2, the following annotations may be used to inform which type of task is being completed. R - Retrieval Task P – Practise Task

Pupil Self Evaluation

Children will be encouraged to self-evaluate by reviewing their work as they go and on completion. Children can edit their own work by recognising these symbols:

CL – Capital letters

.fs – Full stops

- Finger space