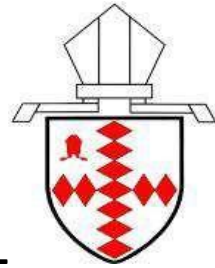# St PAUL'S (C OF E) PRIMARY SCHOOL

Marking Policy
Faith – Hope – Love

Reviewed   **September 2025**

Next Review   **September 2026**

Rationale

- To ensure that all children have their work marked in such a way to develop their self-confidence, raise self-esteem and that it provides opportunities to improve their learning.
- To encourage children to value and reflect on their work by providing opportunities for self-checking, revising and editing.
- To enable teachers and leaders to evaluate work, to ensure that the level of work set is appropriate, and informs future planning
- As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages

Principles

- Marking procedures and marking standards should be consistently applied across the key stage and school. See codes appendix 1.
- Marking should be used to inform teacher's judgements concerning children's progress and to inform teacher records and reports
- When appropriate, teachers should provide individual verbal feedback to children, and look for opportunities to give praise to children.
- Comments should be linked to individual learning targets as well as whole class/group learning intentions
- Children should understand the meaning of the marks/marking they receive
- In order to provide true academic guidance, children must be aware of their achievement and progress in ALL subjects of the curriculum.

Marking in the Foundation Stage (EYFS)

Marking in the foundation stage is accepted as being an acknowledgement of the stage of development that a child is at. This will inform staff and carers where the child is at in their stages of development and how the child is learning in relation to the three characteristics of learning: Playing and Exploring, Active Learning and Critical Thinking.

Marking is often used as praise to motivate and encourage good learning behaviours. To have the best effect, and to be the most meaningful for the child, recognising their achievement is done immediately in EYFS.

Marking in the Foundation Stage takes place every day. It is carried out in a variety of ways but it is always linked to EYFS Document: Development Matters

- First and foremost, verbal praise is given.
- Work is interpreted and annotated to inform planning and the next steps for the child on Tapestry.
- Marking can also be in the form of encouragement with guidance for improvement and this is mostly done verbally and specific to the needs of individual children either on Tapestry or in writing books.
- Written feedback is generally for staff, parents and carers in order to inform them of where the child is at and where they need to go next.
- They may be rewarded with stickers and certificates.

Frequency of marking from Year 1-6
In English and Maths one piece of work will be marked in depth, by the teacher who taught the lesson, a minimum of once a week. All other work in English and Maths will be acknowledged by relevant codes, see appendix 2

Science, RE, History and Geography will be marked in depth once per unit, per half term.

In depth marking will be as follows
- A star - a written comment that will praise the child's efforts and achievements
- A step (Next step) will be a question for the child, a description of a way forward in future work or an improvement to be made to the current piece of work.

All Marking
- Marking will in some way indicate that the learning intention is achieved, partly achieved or not achieved. (See Appendix 2 – codes).
- The work will also indicate any support the child has had or not had. (See Appendix 2 – codes).
- All codes showing level of independence and whether the LI has been met should be at the top left of the Learning Intention for Year 1-6.
- Work that has been produced with very poor effort will need a written or verbal comment from the teacher.
- Smiley faces and stickers may be used as appropriate.
- All work must be acknowledged in green pen.
- Children should respond to marking, using a red pen in Key Stage 2, or coloured pencils in Key Stage 1. Time should be given in the week for children to do this. All next steps need to be acknowledged as correct or not as appropriate.
- There should also be opportunities for peer and self-marking, and also peer and self-assessment. Marking and self-assessment completed by the children is in purple pen.

Monitoring and evaluation
- Book scrutinies will be carried out regularly to monitor the implementation of this policy.
- The desired outcomes of this policy are improvements in children's learning and greater clarity amongst children and parents concerning children's achievement and progress.

The performance indicators will be:
- An improvement in children's attainment and ownership of their learning
- Consistency in teachers' marking across the key stages and in year groups
- Pupil's awareness of their personal progress and how they can maintain this

Appendix 1 - Spelling mistakes to be corrected as follows:

Reception: Annotations of work to be written at the bottom of a piece of work.
KS1: Key words taken from the KS1 common exception word list to be corrected above the error.
LK2: underline incorrect word; correct spelling given in the margin, up to five words.
UK2: underline incorrect word, encourage use of dictionary to find correct spelling, up to five words.

NB Teachers must use the appropriate spelling mistake procedure for those children who are working below or above their year group.

Appendix 2 - Punctuation and grammar are to be marked as follows:

KS1
O – punctuation needs to be corrected
? – meaning unclear, please check.
^ - missed word
KS2
// - start a new line or paragraph
? – meaning unclear. Please re-read and check meaning
 ^ -missed word
O – punctuation needs to be corrected e.g. added/omitted
sp – incorrect spelling. Symbol must be used with word underlined as stated above in Appendix 1.

The above procedures should be shared with your class. The symbols should be on display at the front of the class.
If children mark their own work – the teacher should acknowledge this with the usual codes.

Codes for Year 1-6 (Codes in bold should be visible on all pieces of work)
AC = LI achieved
NA = LI not achieved
PA = LI partly achieved
I = independent work
T = teacher assisted/guided
TA = TA assisted or guided

VF = verbal feedback
PW = peer work (code done by the child or adult and written in the margin)
GW = group work (code done by the child or adult and written in the margin)
 ⌐ = Next step in KS1
NS = Next step in KS2