

MANEY HILL PRIMARY SCHOOL



MARKING POLICY

Reviewed by Staff:

September 2026

Governor Ratification Date:

October 2026

Next Review Date:

September 2026

MARKING POLICY

Aims

At Maney Hill Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work with constructive feedback acknowledges achievement, promotes positive attitudes towards learning and improves standards.

Context

The teaching and support staff will adopt appropriate and regular marking practices that will provide the necessary prompts to inform both teacher and pupil about the next step to be taken. The child will require both verbal and written responses by the teacher so judgements of the pupil's performance can be made against those responses. Appropriate and focussed comments by the supporting adult will provide an on-going record of the child's targets and subsequent achievements. It is essential that evidence is recorded and is of sufficient range and quality to secure and justify judgements.

Action

The marking policy will be implemented by all staff across the curriculum to ensure consistency for our pupils. All staff will introduce marking elements appropriate to the age and abilities of pupils.

The policy should support each child to:

- Have a clear view of their progress
- Know how well they are doing and what they need to do to improve
- Improve their work in terms of style, structure, accuracy, content, creativity and fitness for purpose
- Interpret the marking as a means of improving standards
- Show evidence of improved progress through book scrutiny

Role of the Teacher and Support Staff in Early Years

All staff will ensure:

- All pupils are aware of learning outcomes and how to successfully achieve this before completing work.
- They use whole-school marking symbols through live marking. (Overall assessment will be marked next to the learning task).

- They support children in meeting their responsibilities set out below.
- Across the summer term they use a range of marking strategies to encourage further independence of their own learning.
- There are spelling/letter formation corrections to address misconceptions and ensure they are addressed early.
- All comments and live marking are written in green ink.
- They consistently model high standards of handwriting following the Read Write Inc letter formation scheme.
- The presentation of work is included in the overall assessment when appropriate and children may be asked to redo work if their presentation is not acceptable.
- Incorrect spelling of high frequency/red words is noted and children are encouraged to write-out the new spelling at the bottom of their work.
- All adults other than the class teacher, including supply staff, must initial work.
- Comments refer to an area of strength such as praise for their learning outcome, presentation etc. Misconceptions/errors are address during live marking.
- Pupils are offered rewards in line with agreed class reward system, team points, dojos and merits for whole-school system.

Role of the Teacher and Support Staff in Key Stages 1 and 2

All Staff will ensure:

- All pupils are aware of learning outcomes and how to successfully achieve this before completing work.
- They use whole-school marking symbols through live marking. (Overall assessment will be marked on the flow sheet).
- They support children in meeting their responsibilities set out below.
- Across the term they use a range of marking strategies including peer assessment, self-assessment, shared marking, live teacher marking and stamps.
- Where appropriate tasks are set to address misconceptions, extend or consolidate learning when this has not been achieved with live marking.
- All comments are written in green ink.
- They consistently model high standards of handwriting, using cursive script in Key Stage 2 and introduced in Key Stage 1 when appropriate.
- The presentation of work is included in the overall assessment when appropriate and children may be asked to redo work if their presentation is not acceptable.
- Incorrect spelling of high-frequency words is noted and children are encouraged to write-out the new spelling at the bottom of their work if they have not corrected it

through live marking or using dictionaries to find the new spelling when they are able to do so.

- All adults other than the class teacher, including supply staff, must initial work on the flow sheet.
- Comments refer to an area of strength such as praise for their learning outcome, presentation etc. Misconceptions/errors are addressed during live marking.
- Pupils are offered rewards in line with agreed class reward system, team points, dojos and merits for whole-school system.

Role of the Pupil in Early Years

Pupils will:

- Be aware of the learning outcomes and how to successfully achieve this before completing work.
- Understand the meaning of each marking symbol e.g. if a spelling is needed.
- Erase errors or correct mistakes by using a single pencil line or rubber (where appropriate with a ruler).
- Consistently work in pencil.

Role of the Pupil in Key Stages 1 and 2:

Pupils will:

- Be aware of the learning outcomes and how to successfully achieve this before completing work.
- Understand the meaning of each marking symbol e.g. if a spelling is needed.
- Erase errors or correct mistakes by using a single pencil line with a ruler to cross-out work.
- Consistently work in either pen or pencil.
- Underline the date and learning task with a pencil and a ruler (introduced in Key Stage 1).
- Draw diagrams, label and table lines with a pencil and a ruler.
- Respond to questions, complete gap-tasks or complete self-reflections tasks in purple pen.

(Mathematics only)

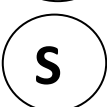
- Complete all work in pencil
- Use margins, writing the question number or letter in the margin where appropriate
- Show their working-out
- Write one digit in each square of their books

Whole school marking symbols

The following symbols will be used

•	Learning outcome not met
✓	Learning outcome nearly met
✓✓	Learning outcome met
sp	incorrect spelling
/	space needed
//	new paragraph needed
^	missing word
✓✓	praise for using word/phrase/punctuation
*	next steps
V.F.	verbal feedback given to pupil to correct an error
<i>yellow pen</i>	used for pupil overwriting (EYFS and KS1 where needed)

EYFS-specific marking requirements used alongside the tick and for specific learners flow sheets

	independently completed the work to achieve the outcome
	some adult support given to achieve outcome
	full support given to achieve the outcome

Appendix 1: Minimum Marking Requirement

EYFS

Type of Evidence	Teacher Assessment	Pupil Assessment
Learning Journeys	Write the date and title of the task for each piece of work in the book.	N/A
English Book	A short written comment for each piece to highlight level of support needed	To complete any letter formation corrections
Maths Books	A short written comment for each piece to highlight level of support needed	To complete any number formation corrections
Homework	Ticks, team points and/or dojo points	N/A as optional

Key Stages 1 and 2

Curriculum Area	Teacher Assessment	Pupil Assessment
English	Live marking during the lesson, assessment flow sheets complete for each lesson. Any errors or misconceptions must be identified during the lesson or afterwards.	A purple pen activity once a week e.g. reflection, gap task, questions etc
Extended Writing	Live marking during the lesson Assessment marked next to task title One praise comment per piece Any errors or misconceptions must be identified during the lesson or afterwards.	Purple pen self or peer reflection for each lesson
Maths	Live marking during the lesson, assessment flow sheets complete for each lesson. Any errors or misconceptions must be identified during the lesson or afterwards.	A purple pen activity once a week e.g. reflection, gap task, questions etc
Science	Live marking during the lesson, assessment flow sheets complete for each lesson. Any errors or misconceptions must be identified during the lesson or afterwards.	
Topic	Live marking during the lesson, assessment flow sheets complete for each lesson. Any errors or misconceptions must be identified during the lesson or afterwards.	

French	Verbal evaluations <i>where they occur</i> Any written work to be live marked	Verbal Activity for each lesson e.g. reflection, gap task, questions etc
RE	Verbal evaluations <i>where they occur</i> Any written work to be live marked	
PE	Verbal evaluations <i>where they occur</i>	
Computing	Verbal evaluations <i>where they occur</i> Any written work to be live marked	
Homework	Ticks, team points and/or dojo points. Address any corrections or misconceptions	N/A

All **misconceptions** need to be highlighted.

All **gap tasks** and **corrections** must be completed by the pupil.

Student teachers:

- follow the Marking Policy, in consultation with the class teacher.

PPA, HLTA and supply teachers:

- initial/stamp every piece of work completed with that teacher
- marking must include . or ✓ or ✓✓ on flow sheets
- any corrections or misconceptions must be highlighted
- no requirement for a written comment