



MARKING POLICY



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SCOPE

Our whole school policy for marking relates to the ethos of the school, and the aims and objectives we seek to achieve in all curriculum areas.

This policy is to be read in conjunction with the Assessment for Learning policy.

Each child's development requires our understanding of their needs, personalities and growth within a happy, caring community. To ensure this ongoing development, and that each child realises their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child-centered.

We see the marking of all work throughout the curriculum as an expression of the pupil's own achievement as well as a method of guidance and highlighting teaching points and targets.

Progression in the marking system is sought as each pupil moves through the key stages. Both effort and achievement will be recognised within the marking policy and throughout this document will be referred to as personal achievement.

PURPOSE

- To adopt a positive approach.
- To be constructive in all comments.
- To ensure that all marking is clear and understood by pupils, teachers and parents.
- To adopt a consistent approach to marking throughout the school.
- Where relevant, to include the pupil in the marking process.
- To ensure that marking becomes an integral part of the learning process.
- To take every opportunity to encourage and praise the pupil.
- Where appropriate, marking should include written target setting or evidence of target achieved.

GUIDELINES

- Green ink/pencil should be used for marking.
- Appropriate stamps or stickers may be used to indicate personal achievement.
- Housepoints should be given in recognition of effort made or to reward appropriate behavior.
- In exceptional circumstances, a special Headmaster's commendation may be awarded.
- Appropriate comments including targets should be written at the end of the pupil's work.

MARKING SCHEME

EARLY YEARS FOUNDATION STAGE

- All teachers to use a green pen to write comments
- Children are to receive constructive, verbal feedback, as they cannot read well enough for written comments to be useful. This feedback is to be written onto the work with (VF) next to it.
- If a sticker has been awarded for the work a * should be drawn next to the teacher's feedback as a record.
- The feedback should consist of praise followed by a target for next time.
- Feedback should, where possible, be given as the work is completed to make it more

meaningful.

Infants

- All teachers to use a green pen or pencil
- Marking should follow guidelines (see Marking Guide)
- Children should receive constructive written feedback through: Stars and wishes (what went well and what to work on next time)
- Marking should be in line with lesson objectives
- Teachers are encouraged to set questions and/or short tasks to develop deeper understanding of the learning
- Peer and self-assessment (marking) should be used when appropriate; often orally but sometimes written
- Time should be planned into follow up lessons so that children read and respond to marking
- Teachers should endeavour to assess and give feedback as soon as possible; often verbally during the lesson and then written comments to follow
- Teachers will use the code (VF) when giving a child verbal feedback

Juniors

- All teachers to use a green pen or pencil
- Marking should follow guidelines (see Marking Guide)
- Pupils should receive constructive written feedback through: what went well (www) and even better if (ebi)
- Marking should be in line with lesson objectives
- Teachers are encouraged to set questions and/or short tasks to develop deeper understanding of the learning
- Peer and self-assessment (marking) should be used when appropriate
- Time should be planned into follow up lessons so that pupils read and respond to marking
- Teachers should endeavour to assess and give feedback (mark) as soon as possible
- Teachers will use the code (VF) when giving a pupil verbal feedback.

Name of policy Marking Policy	Policy reviewed/amended date September 2021 (V2) September 2022 (V3) September 2022 – Revision (V4) September 2023 – (V5) September 2024 – (V6) August 2025 –(V7)
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