



Stanion CE (Aided) Primary School

Marking Policy

At Stanion CE Primary School we take a professional approach to the tasks of marking and giving feedback. The purpose of marking is to move pupils forward with their learning and enable them to make progress. There will naturally be some differences in the marking symbols and systems used as the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning and therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear indication of what they have learnt and their next steps;
- offer them specific information on the extent to which they have met the lesson objective and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and strengths and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide opportunities to improve work already completed;
- provide a basis both for summative and formative assessment;
- provide the ongoing assessment that should inform our future lesson planning;
- check for the transfer of skills between subjects e.g. punctuation in any written task for any subject;
- maintain standards e.g. neat, legible handwriting in all subjects.

Principles of Marking and Feedback

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. The marking should always be in accordance with the learning intention, success criteria and the child's own personal targets. The child must be able to access and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Marking will be completed using green pen across the school.

Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages. Comments will focus on the learning intention of the lesson and the child's targets.

Staff should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions for the task from the outset and involving the children when creating the success criteria.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is immediate. For one-to-one feedback (adult to pupil) to be effective, sufficient mutual trust must be established. Feedback may also be given through peer discussion, in plenaries, and in group sessions.

The marking system should be constructive and formative. At Stanion, we expect that all adults will use:

- **Highlighting** i.e. identifying things that the child has done to achieve the objective will be highlighted in green and highlighting in pink something they could improve together with written advice, this could be completed verbally in the EYFS and KS1. Where this is appropriate, the adult should record VF for Verbal Feedback next to the work.
- **Triangle system** i.e. each side of the triangle represents how the child has achieved the target for the piece of work:
 1. a / indicates that the child did not understand the work at all .
 2. beginning to achieve $\wedge$
 3. fully achieved and understood $\triangle$

This method should be used for the marking of work and will inform future planning. If verbal feedback is given, the triangle should be annotated with VF.

'Acknowledgement' marking (a positive comment) is acceptable when the children are not going to spend any time improving their work. 'Detailed' marking should take place at least once a week for each group within each class and should then be followed up with dedicated response time during the next lesson or later that day, where children can respond to the prompt and improve their work accordingly. The form of marking undertaken will be dictated by the teachers' professional judgement and appropriateness. In Key Stage 2 children should initial teacher comments as acknowledgement they have been read.

General Advice to Teachers

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem. A delicate balance

has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

Ticks are normal where work is correct, and dots where errors have been made. Other symbols may be used once their meaning has been explained (see marking notation attached). The agreed marking notation should be displayed in every classroom and all adults should have a laminated copy at hand whilst they mark and assess work.

Wherever possible, teachers should establish direct links between oral or written praise. At the same time, teachers should remember that these in themselves do nothing to close gaps in understanding, or to bring about improvements. Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.

When appropriate, children may mark their own or another child's work (self and peer assessment), but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

Children should be encouraged to assess their work ahead of final marking using the success criteria and learning targets. This helps the children to self-reflect at each step of the learning process. They can indicate how well they think a particular objective has been achieved using the traffic light system. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus
- if it is a spelling that all pupils should know
- if it is a spelling relevant to the particular subject e.g. science terminology

Therefore, not all spelling and grammar mistakes will be corrected within written work.

Supply teachers, HLTA cover, TAs and PPA cover staff are required to mark pieces of work they have taught, although this will usually be acknowledgement marking only. If a group are working with a TA it is expected that they will mark the books of those children they have worked with. They are also required to initial these pieces of work; so that they can be easily identified from the class teacher's marking. The usual class teacher does not need to initial work that they have marked. Where no initial is present it will be assumed that this has been marked by the class teacher.

Special Needs/ Equal Opportunities

All children should have equal opportunities to develop their skills and interest in all aspects of language to the best of their ability. All staff embed inclusive principles and strategies in all their teaching. A range of teaching strategies are used to promote greater access to learning as well as capacity to respond to pupils' diverse needs. As children of all abilities achieve higher standards of work when they are supported by an adult, either independently or as part of a guided group session, it is essential that this is recorded and work is marked accordingly.

Therefore, it is assumed that all work is independent unless stated with TA/ teacher initials and group ratio.

Layout Style and Recording Equipment

To ensure consistency across the school, work should be laid out in books as follows according to age and stage of the child:

- The date is recorded on the top line, starting at the left-hand margin; not underlined. This will be written as Monday 11th June 2026 except in mathematics where a digital date should be written (11.06.26).
- The learning intention is written on the next line; this can either be central or at the left hand side depending on the piece of work. Not underlined.
- In Key Stage 1 stickers may be used to record all the information. Year 2 will be encouraged to write their date and LI from Christmas in preparation for transitioning into Year 3 in the September.
- Where possible, teachers to ensure that children use the next clean page and do not miss pages

In the early stages, recording will be undertaken in pencil. Pencils should be kept sharp and ready for use. When, in the teacher's judgement, the children are ready, they may use a black biro pen or a black school handwriting pen for their written work but not for mathematics where a pencil should be used. Pencil may also be better for some aspects of science recording.

Monitoring, Evaluation and Review

We are aware of the need to monitor and update the school's marking policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy bi-annually or earlier if necessary.

Policy Agreed by the Governing Body – 14th July 2026

Review Date: July 2027

Signed Chair of the Governing Body

Signed Headteacher

Marking Notation
(Used appropriate to age and stage)



Symbol in the margin	Meaning
SP	Spelling to correct – teacher can write out underneath to be copied 3x or children can use a dictionary to correct.
P	Punctuation to correct – symbol on the

	line of incorrect use of punctuation. Children to correct with blue pen independently.
V	Vocabulary to review – indicate the word by highlighting pink. Children to use a blue pen to correct/ up-level.
G	Grammar to review – children to review sentence which the G is on for sense/tense.