

St Vincent De Paul R.C. Primary School, Knutsford

Mission Statement

Believe, Trust and Be Ready

"That they may have life, and to the full" John 10:10



MARKING POLICY

Policy Date: October 2025

Review Date: October 2028



Rationale:

In this school we will ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff to enable them to understand their progress and achievement and what they need to do next to improve. The methods used for marking work are linked to the policy on assessment, recording, and reporting and will be applied consistently throughout the school.

Purposes:

- To further the teacher's awareness of the current stage of development, and identify future needs
- To promote a positive self-image within pupils, in accordance with the school aims and, through this, encourage them to value and take pride in their work
- To clarify and standardise symbols and procedures in marking used throughout the school
- To reward and encourage pupils and to celebrate their success
- To enable reflective assessment and contribute to reporting

General Guidelines:

Marking will provide clear feedback to pupils of achievement and progress.

This can be either verbal or written and should be a combination of both.

It will identify successes and show pupils what they need to do next to improve.

It will result in targets being set for improvement.

Teachers will try to give feedback during lessons when pupils are present.

Provision shall be made for use of stickers/markers or appropriate drawings/stamps and other tangible rewards.

Specific Guidelines:

Marking is in red pen.

A consistent system of symbols is used throughout both Key Stages.

Time is given for pupils to respond to marking. Polishing work is done in purple pen (or pencil in Y1) and longer re-drafting work is done using the pen/pencil a child would normally use.

Guide to Marking

Foundation Stage & Year 1:

- Relate marking to the needs of the child
- Mark with child, where appropriate
- Use stickers, stamps when appropriate
- Make positive comments (verbal or written)
- Indicate the level of support provided for task
- Use appropriate symbols (***see appendix A***)
- Next steps to be written where appropriate (in Year 1)
- In Maths, errors are identified as appropriate (in Year 1)

Year 2:

As above and in addition:

- Next steps to be written where appropriate
- Children to mark one another's work when appropriate
- Use of appropriate symbols (see guide)
- Award house points as appropriate
- In Maths, errors are identified as appropriate

Key Stage 2:

- Relate marking to the needs of the child
- Positive comments made (verbal or written)
- Children to mark own work from Teacher's feedback where appropriate. This may include purple polishing pen
- Acknowledge all work e.g. peer marking/whole class feedback/teacher comments
- Children to self-assess as appropriate
- Children to initial teacher's comments to show they have read them
- Use appropriate symbols (see guide)
- In Maths, errors are identified as appropriate

St. Vincent's Guide to Marking (Key Stage 1 and 2)



Having my work marked helps me to:

- Understand what I have done well;
- Understand how to make my work better;
- Understand what my next steps are.

Teachers may, if appropriate, use colours to help me when they mark:



Green for good.

Pink for think.

Teachers may use symbols to show me how to make changes, but I should aim to find some of the mistakes myself. As the year progresses, I will become more independent in identifying these mistakes without help. These symbols are:

Year 2 upwards

- Aa** Check for upper/lower case letters
- Sp** Spelling mistake
- P** Punctuation mistake

Key Stage 2 only

- //** New paragraph needed
- G** Grammar/Tenses - Check you have followed all of the SPaG rules carefully
- RW** Re-write this section because it doesn't make sense or could sound better
-  Up-level vocabulary

St Vincent's Guide to Marking in EYFS and Year 1

Having my work marked, helps me to:

- Understand what I have done well;
- Understand how to make my work better;
- Understand what my next steps are.



= Green for good. Comment written with the child.



= Flicky fingers - sound the word out.



= Sit your writing on the line.



= Letter formation practice.



= Capital letters.



= Finger Spaces.



= To write independently.



= Full stops.



= Use the tricky word tree.

CT: Class Teacher

MI: Mostly Independent work

TA: Teaching Assistant

1:1: Worked 1:1 with an adult

I: Independent work

VF: Verbal Feedback