



# Newall Green Primary School

*Aiming High To Reach Our Goals*

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## Marking Policy 2025

Document Control	
Title	Marking Policy
Date	December 2025
Supersedes	Version 5
Amendments	<ul style="list-style-type: none"><li>• Literacy KS1 &amp; KS2 marking code edited</li><li>• KS1 marking symbols added</li><li>• Literacy specific marking requirements amended so they are in line with the most recent Literacy policy</li><li>• Explanation added that the WALT may be on the cover sheet in Literacy rather than on an individual piece of work</li></ul>
Related Policies/Guidance	<ul style="list-style-type: none"><li>• Early Years Policy</li><li>• Writing Policy</li><li>• Maths Policy</li><li>• Science</li><li>• Non-core subject policies for Science, Art, DT, Geography, History, Music, PE, PSHE and RE</li></ul>
Review	Annually

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# **Marking Policy**

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## **1. Rationale**

To ensure that all children have their work marked in such a way that will inform future teaching and learning and therefore is likely to improve learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking of children's work will reflect the Mission Statement, the Code of Conduct and the aims and objectives of the Teaching and Learning Policy

## **2. General Marking Guidelines**

Effective marking aims to help children learn and comments should be positive and constructive to take the child forward in his or her learning, and should refer specifically to the learning objective; class targets and the child's individual targets. Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

- Always mark in **green** ink.
- Teachers should follow the school handwriting policy when marking work.
- All work should include the date. In Year 1 the children need to write the date themselves by Summer 1. All work should be dated by the children from Year 2 onwards.
- Most work should also include a WALT/Learning Objective – this may be at the top of the work or it could be on a cover sheet at the start of the unit.
- Marking is sometimes done while a task is being carried out and through discussion between child and teacher. Teachers should endeavour to mark the children's books before the next session – particularly in Literacy and Numeracy. Occasionally, this may not be possible.
- Children should regularly be set next steps which they need to use in future work.
- Children who are just beginning to write may have their work scribed below in order to make sense at a later date.
- If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to ask the child to redo part or all of the work.
- Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking.
- Presentation of work should be checked and teachers should comment on poor presentation and ensure children improve this next time (NOTE: this is not to be confused with pupils who have poor handwriting/motor skills).
- Self or peer marking is encouraged, children should be given opportunities to annotate their own work and that of their peers

- Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability.

### **3. Specific Mathematics marking requirements**

- Marking codes – Please see Maths marking codes in section 7 to show the codes used in each key stage.
- There is usually a right or wrong answer in maths. A dot or circle around the wrong answer should be used rather than a cross or series of crosses.
- Whenever possible, children should be asked to correct incorrect answers by writing a new answer (rather than crossing out the original answer).
- Incorrectly formed numbers should be identified and children asked to practise writing them correctly.

### **4. Specific Literacy marking requirements**

Marking should be specific and targeted. Instead of simply noting errors, we should highlight what the student has done well alongside areas for improvement. For instance, if a child has used vivid vocabulary or created a strong opening, acknowledging these strengths can boost their confidence and motivate them. Alongside this, constructive suggestions for improvement—like varying sentence structure or developing ideas further—help them understand how to refine their writing. In Literacy, the whole class feedback sheet is used to inform teaching. For the marking to be meaningful, it is vital that pupils are given the opportunity to respond to and act upon their feedback. Marking of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability. Specific Literacy marking requirements are listed below.

- Marking codes – Please see Literacy marking codes in section 8 to show the codes used in each key stage and the symbols used in KS1.
- Marking hot and cold writes – Pink and green highlighters are used to mark hot and cold writes. Green identifies something a child has done well and pink identifies an area of development. Hot writes should be marked with pink and green at each stage and before editing so that pupils have the opportunity to act upon their feedback.
- Marking other lessons – Teachers should acknowledge the work by ticking, stamping or providing a brief comment. Provide a next step if appropriate.
- Acting upon feedback - Children should be given time and directed to act on their feedback, either at the start of the literacy lesson or at another time where appropriate and should be regularly be set next steps which they need to use in future work.
- Presentation of work – Presentation should be checked and teachers should comment on poor presentation and ensure children improve this next time (NOTE: this is not to be confused with pupils who have poor handwriting/motor skills). If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to ask the child to redo part or all of the work.
- Self or peer marking – This is encouraged and children should be given opportunities to annotate their own work and that of their peers. Where self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking
- Targeted feedback - Feedback should be specific and targeted with next steps focused on their individual writing targets as well as the purpose of the writing.

### **5. Reddit pens / purple polish pens**

- In Literacy and Numeracy, all children in KS1 and KS2 have a 'reddit/purple polish' pen. This is a red/purple pen which is used to edit/improve/correct their work.
- It is important that children are provided with time to correct the mistakes which the teacher has identified. They should also have time to improve their work before it is looked at by their teacher.
- The pens can also be used by the children to respond to their next step targets.
- Teachers must provide 'fix-it' time for the children to edit their work – this could be at the start/end of the lesson, a morning activity etc.

## **6. Marking Science and non-core subjects**

- Marking of Science and non-core subjects will focus on the learning objective of the lesson as well as basic writing skills. Children are expected to produce the same quality writing/work in other subjects as they do in their Literacy/Maths books.
- Teachers should acknowledge each piece of work by providing a brief comment and/or stamp. Next steps should be provided when appropriate.
- Please see individual Science and non-core subject policies for further information.

## **7. Mathematics marking codes**

<b>EYFS Mathematics marking code</b>	
✓	Correct answer
•	Incorrect answer
↖	Target or next step
S	Support from an adult (explain what support was given)
I	Child worked independently
ST	Marked by student teacher
Supply	Marked by supply teacher
TA	Marked by teaching assistant

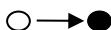
<b>KS1 &amp; KS2 Mathematics marking code</b>	
✓	Correct answer
•	Incorrect answer
↖	Target or next step
T	Support from a teacher
TA	Support from a teaching assistant
VF	Verbal feedback
PM	Peer marked
ST	Lesson taught by a student teacher
Supply	Lesson taught by a supply teacher

<b>TA lesson</b>	Lesson taught by a teaching assistant
  	Self-assessment
<b>Use your 'redit' pen for your corrections</b>	

## 8. Literacy marking codes

<b>EYFS Literacy marking code</b>	
	Something you have done well
	Target or next step
<b>S</b>	Support from an adult (explain what support was given)
<b>I</b>	Child worked independently
word underlined and correct word written above	Word is misspelt (do this if it is unclear what the word is)
<b>ST</b>	Marked by student teacher
<b>Supply</b>	Marked by supply teacher
<b>TA</b>	Marked by teaching assistant

<b>KS1 &amp; KS2 Literacy marking code</b>	
 or 	Something you have done well
 or 	Target or next step
<b>sp</b>	Check the underlined words using a dictionary
<u>      </u>	Misspelt word underlined
	Sentence or word doesn't make sense or missing word in sentence.
<b>CL</b>	Capital letter
<b>P</b>	Punctuation
<b>GW</b>	Guided write with a teacher
<b>S</b>	Support given by an adult (explain what support given)
<b>I</b>	Work completed independently
<b>VF</b>	Verbal feedback
<b>ST</b>	Lesson taught by a student teacher
<b>Supply</b>	Lesson taught by a supply teacher
<b>TA lesson</b>	Lesson taught by a teaching assistant
<b>Use your 'purple polish' or 'redit' pen to edit and improve your work</b>	

<b>KS1 marking symbols</b>	
	Left to right orientation
	Letter formation
	Finger spaces
	Listen for sounds
	Full stops
	Capital letters
	Ascenders and descenders

	Conjunctions
<b>join</b>	Joining
	Punctuation
	Write on the line
	Wow words/adjectives