St. Thomas the Martyr
C.E. Primary School

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Marking Policy

Improving learning through assessment is aided by the provision of effective feedback to children who need to be able to assess and understand how to improve. The marking of children's work is therefore an important part of teacher assessment. This Policy sets out to ensure that effective marking at our school is an integral part of our assessment procedures.

Effective Marking :

- should encourage children to work to their full potential.
- is led by the learning objective and success/process criteria providing clear, accurate feedback to the child.
- should be positive and celebrate the child's success to raise self-esteem.
- should provide developmental feedback and direct children to what they need to improve on.
- informs future planning and targets.

Marking Procedures:

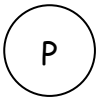
- Work should always be marked.
- Marking may contain three elements
  - positive comment
  - developmental comment indicating the next step for learning
  - prompt to engage the child. (This element may not always be included every time it is an additional aspect to actively engage the child in the marking process, either reinforcing or developing the work they have been doing.)
- Comments should be written clearly in child friendly words.
- Best practice is to mark work with the child. Where this is not possible written feedback will be provided and shared with the child later. There should never be a long line of children waiting to have work marked
- In Foundation Stage and KS1 the marking is often done verbally with the child and a comment put into the book to celebrate success and give the child a future target.
- Children need to be allowed time to reflect on marking from the previous session with a view to improvement and if appropriate 'action their marking'.
- Marking children's work in this developmental way can be time consuming; therefore the expectation is not that every piece of work is marked like this,

but that different groups of children are targeted across the week. There are many ways of organising this, e.g. in maths different ability groups are targeted each day. It is important to ensure a variety of activities are targeted across a period of time e.g. not all writing. It is also important that we give a high priority to our named target children whose progress we are trying to accelerate, or children who are failing to grasp a particular area of learning

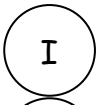
- At other times a piece of work will be marked with ticks to show work successfully completed. This is particularly appropriate where all the success criteria have been achieved.
- A good piece of work may be awarded with a mark of good work (star, sticker, house point, meeting with HT, star assembly etc.)
- The adult marking the work should indicate when children have been supported in completing the task, by putting one of the following symbols at the end of a piece of work.



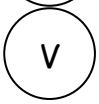
Supported - Activity completed with adult support, as part of a group or individually.



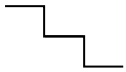
Peer support - This work was completed with another child, or group of children.



Independent work - the task was completed independently, without any support.



Verbal Feedback – During the lesson support may be given.



Next Steps - What the children have to do next to make progress.

- Where marking has been completed by someone other than the class teacher they should initial this.

Self & Peer Assessment

From their earliest days in school, children should be encouraged to review their work against agreed success criteria, identifying the positive aspects and points for improvement. When teachers consider it appropriate the children can undertake this for their peers' work.

- Where appropriate a child may write positive comments on a post –it note along with a comment for improvement related to the success criteria for that lesson.
- In KS2 it may be useful for children to mark work as a group to understand the necessity for specific detail in answers and to learn relevant strategies to answer questions.

Children to re-write word spelt incorrectly three times below marked work at teacher's discretion – in terms of repetition of incorrect spelling and the difficulty of the word.

This Policy was shared with and agreed by the whole staff.

Marking Policy updated – September 2026 Mr C Roscoe.