



# Marking Policy

---

## **Contents:**

1. [Statement of Intent](#)
2. [English](#)
3. [Mathematics](#)
4. [Marking symbols](#)
5. [General](#)
6. [Frequency of marking](#)
7. [Monitoring and evaluation](#)

## Statement of Intent

Tyneview Primary school understands that a strong Assessment Policy must be underpinned by an equally robust Marking Policy. Consistent marking across the school is as important as the teaching and learning that takes place in the classroom. This policy gives guidance to staff on the purpose, types and frequency of marking. The aims of this policy are to:

- Identify next steps in learning.
- Identify how to improve learning.
- Inform the teacher of a child's progress and needs for future planning.
- Provide positive feedback about current work and suggest targets for improvement.
- Provide children with the opportunity to respond to comments made by the teacher.

---

Signed by

Headteacher

Date:

\_\_\_\_\_

\_\_\_\_\_

Chair of Governors

Date:

\_\_\_\_\_

\_\_\_\_\_

## **KS1 and KS2**

### **1. General (See appendix 1 and 2)**

- 1.1. All work is to have the learning objective/ clear title stated at top. This should be taken from the National Curriculum/ Learning Ladders.
- 1.2. Marking should relate to whether the learning objective has been achieved and if necessary, what is needed to move learning forwards.
- 1.3. Time should be given when appropriate to complete corrections or challenges. This may be at the start of each lesson, after some whole class teaching or during intervention times.
- 1.4. Good presentation and handwriting is expected in all areas of the curriculum and should be commented on when necessary.
- 1.5. Marking should be completed by adults in red pen and neat, cursive handwriting should be used by all adults marking books.
- 1.6. Peer marking will be marked in a different colour and children will be guided carefully in how this works.

### **2. English**

- 2.1. Teachers should use professional judgement when correcting spellings. They do not need to correct every spelling mistake but should choose priorities.
- 2.2. When correcting mistakes they should underline the mistake and write the correction above the word or in an orange box if it is to be corrected or copied by the child. Spellings errors will be marked with sp and either corrected by the adult for child to copy or time will be given for children to correct using a dictionary.
- 2.3. Teachers should correct or highlight punctuation errors as necessary.
- 2.4. New paragraphs should be indicated by using //.

### **Mathematics**

- 2.5. Correct answers should be marked with a green tick and incorrect answers with an orange dot.
- 2.6. Time should be given every lesson to complete corrections or challenges. This may be at the start of each lesson, after some whole class teaching or during intervention times.

### **Science and Foundation subjects**

- 2.7. When marking science and foundation subjects books, teachers should comment on whether the objective has been met by using the learning objective and when necessary comment on how work is related to literacy and maths.

### **3. Frequency of marking**

- 3.1. Spontaneous marking may take place during the lesson with guided groups, which allows for immediate feedback.
- 3.2. Work must be marked before the next session of that subject to allow for intervention, support and challenges to be implemented at the earliest possible opportunity.

### **4. Monitoring and evaluation**

- 4.1. All staff are expected to be familiar with this policy and apply it consistently.
- 4.2. Books will be monitored during book scrutiny, learning walks and pupil voice; feedback will be given to staff.

## Appendix 1 KS2 marking

✓	Correct answers are ticked and highlighted in green.
[Orange box]	Mistakes are highlighted in orange.
[Orange box]	Orange boxes will be given for corrections or challenges.
[Orange line]	Orange line in margin means that a sentence or paragraph does not make sense
[Red pen]	Adults will write comments using red pen
SA	Self-assessed work with comment written in writing pen or pencil.
PA	Peer-assessed work with comment written in purple.
I	Independent work
S	Supported work
Supply	Written at the top of the page which supply teacher has covered a lesson.
Some other symbols will be used when necessary which are clearly explained.	

**Appendix 2**  
**Marking KS1**

**Green**- Must Highlight the objective.

**Orange** – Box improvements & Challenges

Signs and Symbols

Finger Spaces	(finger pic with smile)	
Capital Letters	CL	
Full Stops		FS
Exclamation Marks	!	
Question Marks		?
Inverted Commas	""	
Commas		,
Conjunctions	(jigsaw pic)	
Adjectives		adj.
Handwriting	abc	
Does not make sense	(face with wiggly mouth)	
Sound this out.	(pic of ear)	