



Castleton C of E Primary School

Marking Policy

December 2025

Introduction

Research has shown that consistent and effective marking, has a significant impact on raising achievement. At Castleton School we recognise that quality marking is a valuable part of the assessment process. It communicates progress and achievement to a variety of audiences but is primarily to support and enhance the children's learning. We provide constructive feedback to children both written and orally. The focus of this feedback is based on the successes and areas for improvement. This enables children to become reflective learners and helps them to understand their 'next steps'.

Aims

The aim of this policy is to set out the criteria for how teachers will mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. We aim for the process of marking and feedback to:

- Be manageable for the teachers and relevant to the children.
- Relate to the learning intention.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read / listen to, reflect and respond to marking.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate i.e live marking
- Inform teachers responsive planning.
- Use a consistent approach within key stages.
- Be seen by children as a positive approach to improving their learning.

Methods of Marking

Oral Feedback

It is important for all children to have oral feedback. This dialogue will focus upon successes, areas for development and to set targets for future learning.

Summative Feedback / marking

This is associated with closed tasks/tests or exercises where the answer is either right or wrong and will usually result in giving a score.

Formative feedback / marking

Formative marking provides recognition of the successes of the piece of work and identifies areas for development.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be dated, initialled and commented on where appropriate.

Consistent Marking.

Work will be consistently marked throughout the week. The focus of the marking will be on the learning intention of the task. The emphasis will be on both successes against the learning intention and the improvements that could be made.

When marking teachers will:

- Identify examples of where the child has met the learning intention and indicate development points that will help the child improve their future learning. This may be written or verbal and will ideally be done as part of live marking alongside the child.
- Identify areas of success using a green ink (Go Green) alongside a positive remark.
- Identify development points using pink ink (Think Pink). Teachers will allow pupils time to address these.
- Spelling, punctuation and grammar will not be marked in every piece of work unless this forms the focus of the learning intention. Consideration will be made to the key expectations relating to the ability of each child with regard to SPaG.
- A simple marking key will be used by staff (see Appendix 1).

Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)
Annotation of work and photographs by staff
Children beginning to annotate their own work and pictures
Oral dialogue with children about their play, work or special books

Children's Response:

For lengthier pieces of work, there will be planned time for the children to revisit work and consider the feedback given in the marking process

There will be opportunities for the children self-evaluate, identifying their own successes and improvement points.

Children will also be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Key Stage One children will be involved in group discussion about the work completed, and verbal feedback given.

Monitoring and Evaluating

This policy will be monitored through further consultation of staff and through the planned review.

Children's workbooks will be monitored by the staff through 'work scrutiny' sessions.


Good practice and areas for development will be discussed at staff meetings and teacher INSET.

Signed: Headteacher**Date:.....**

Signed: Chair of Governors**Date:.....**



Marking Symbols

sp	Spelling error
c	Capital letter
.	Full stop
f	Finger spaces
	“Think pink” error to correct
v	Verbal feedback and discussion

I	Independent work
S	Supported by an adult