



ST. MARY'S

St Mary's CE Primary School

Marking Policy

2026-2027

St Mary's is a Christian Community and at the heart of all we do is our deep belief that

there is something **extraordinary** and **wondrous** in everybody as **unique creations of God**. We **value** all our children as **children of God** and **celebrate difference** and **diversity** within a **safe, encouraging** Christian school environment in which all **flourish**.

Therefore, all will aspire with God's strength to reach for the stars.

*"I can do all things through him who **strengthens** me.*

" Philippians 4:13



Guide to Marking - All Subjects

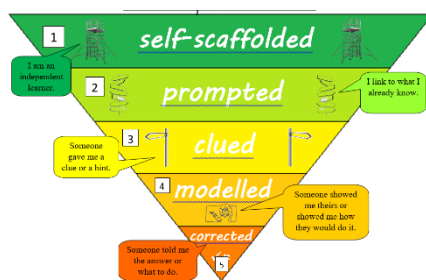
The purpose of effective marking is ultimately to provide opportunities for assessment for learning and to have a positive impact on pupil's attitudes, motivation and self-esteem. This policy will ensure that there is a clear and consistent approach to marking and feedback across the school.

At St Mary's, this is achieved by:

- Providing clear feedback to pupils about the strengths and areas for development in their work.
- Use feedback from marking to inform future targets and planning.
- Reflect the distinctive Christian nature of the school by being positive and recognising, encouraging and rewarding pupil's effort and progress.
- Celebrate success.

Marking Symbols

General		Editing	
1,2,3,4,5	Level of support given - scaffold triangle	Sp	Spelling error
WCF	Whole class feedback/Discussed as class	P	Punctuation error
AU	Apparatus used	H	Homophone error
P/Gr	Partner work or group work	CL	Capital letter
VF	Verbal feedback given	<u>E</u>	highlight/underline the number reversal
✓	good work	1:1	To show 1:1 edit with adult initial
✓✓	excellent		
OT	Over teach - initial of adult completing and date		
●	this answer is incorrect (no use of x for mistakes)		



The level of support should be indicated using the scaffold triangle above. You do not need to write a number if the work has been completed independently unless they are a child on the SEN register (silver circle on the front of the books). If you have given support, the number should be written next to the question that you have supported them with or at the top if it is the whole piece. All work should have a date and an appropriate title. This must be handwritten. For younger children (EYFS, YR1) you may wish to print it out to save time.

Teachers from Y2 upwards – where appropriate, will use the above marking codes. Teachers need to use ticks to show the work is correct and a dot where there is a mistake. It is not essential that all errors are corrected but it is important that each child demonstrates that they have a secure understanding through the correct completion of a range of questions. This may mean that an odd incorrect answer is corrected by a member of staff to illustrate where they have gone wrong, or, in the case of a lot of incorrect answers,

there should be evidence of correction. This could be done by over teaching evidence, correction of mistakes on the same page using a pink pen (pencil for maths) or the next piece of work shows re-teaching of the objective. This applies to all work apart from extended pieces of writing where 1:1 editing has taken place.

The teacher will assess the success of the work produced by drawing a smiley face for achieved 😊 , a straight face for partly achieved 😐 and CAT (come and talk to me) will be written if the child needs further guidance from the class teacher or other adult.

Children will write in pencil or pen, where a pen licence has been earned. Teachers should complete all marking in purple.

Children will evaluate their work at the end of the lesson through the use of small circular dot stickers. The children will put a green dot if they believe they have achieved the lesson objective, an orange dot if they would like more practise with the objective or need further support with it and a red dot if they did not understand the objective at all and require over teaching.

A written comment on each piece of work is not needed. Marking should be meaningful, manageable and motivational. Dojo stamps will be awarded for effort, resilience and completion of work.

Dojo rewards

The monster stamp is to be used to reward children for effort. One stamp is for a good effort, two stamps for outstanding work and three stamps for any exceptional work produced. These do not need to be used for every piece of work, only for a deserved effort.

English

One piece of extended writing per half term is to be edited with the child. The amount of work to be edited is listed below. Codes may be used to indicate what kind of editing is needed e.g. spelling, vocabulary, punctuation. Codes are used sparingly in Yr. 6 due to statutory requirements. Children are to write on both sides of the page unless it is to be edited, in which case, they should write on the left hand page and leave the right hand side empty to edit on. They can edit using pencil or pen, where a pen has been earned. Where punctuation errors occur, children can use a pink pen to put these in on the original piece to save time.

Yr. 1	Starting by reading back their work to the teacher, then begin to have a chat about their work (favourite sentence) building up to edit 1-2 sentences.
Yr. 2	Starting with a couple of sentences building up to 1 paragraph - guidance on edits that need to be made
Yr. 3	Starting with a paragraph building up to ½ of the whole piece - guidance on edits that need to be made
Yr. 4	½ to ¾ of the whole piece with guidance on edits that need to be made
Yr. 5	¾ to Whole piece with guidance on edits that need to be made
Yr. 6	Whole piece

Maths

Marking for maths is as listed above. All children should write in pencil - no pens. Any corrections are to be completed in handwriting pencil. Symbols (table above) to be used where appropriate.

It is not essential that all errors are corrected but it is important that each child demonstrates that they have a secure understanding through the correct completion of a range of questions. This may mean that an odd incorrect answer is corrected by a member of staff to illustrate where they have gone wrong, or, in the case of a lot of incorrect answers, over-teaching should take place to ensure completion of at least 5 correct calculations independently.

Children should edit and make corrections to their work in pencil. Drawings may be rubbed out and corrected to avoid multiple errors and to ensure clarity.

Corrections should be made alongside the error wherever possible. If this is not possible, please complete corrections below the marking feedback- this may mean that calculations may need to be written out again in full. Again, all corrections should be marked.

Over-teaching

Over-teaching - when this is done to secure understanding, it needs to be evidenced in books. This could be through extra questions completed in books e.g. 2 further recorded in books (this may be in addition to white board work beforehand) to demonstrate that the child now understands. To evidence the over-teaching, please rule off after the class work and write over teaching along with the member of staff's initials (this can be written by the member of staff to save time as is appropriate). This work also needs to be marked, e.g. ticked. If only whiteboard or similar non-book work is to be carried out then please still write over-teaching along with the staff initials in the child's book so that the over-teaching is clearly evidenced.

FS and Year 1 marking.

We acknowledge that written feedback is not appropriate for children in FS and Yr1 and for those identified in Y2. Staff will use marking symbols (table below) to indicate where a child may need further work along with a smiley face. The level of support will be shown using the scaffold triangle for Year 1 and children in Reception .

Marking stamps and their meaning is shown below. Staff do not need to add a written comment that cannot be read by the child. The best feedback for our youngest students is through verbal discussion, modelling and demonstration. Dojo stampers will be used to reward the children where necessary

			
	Full stops	Capital letters	Use phonic knowledge
			
Other punctuation	Letter formation	number formation	