

Forty Hill CE School Marking Policy



Forty Hill CE Primary School Vision for Education:

Our Vision



Jesus said "As I have loved you, so you must love one another.
By this everyone will know that you are my disciples." John 13:34-35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

Learning and living in Faith, Hope and Service

Intent

Marking and feedback form an essential part of teaching and learning at Forty Hill School. We believe that both oral and written feedback should be constructive and make clear where children have used their success criteria to meet their learning objective/question. Used effectively, this process supports children in becoming reflective learners and provides them with strategies to be able to improve and identify their next steps in learning. We have created an approach to feedback and marking that is consistent and accessible throughout our setting, allowing us to meet the needs of all learners. Learning objectives/questions for KS1 and KS2 are taken from the National Curriculum. Objectives for The Early Years Foundation Stage (EYFS) are composed from the seven areas of learning and development outlined in the Early Years Framework, in conjunction with the non-statutory guidance *Development Matters* and with careful consideration of the level of development children should be expected to have reached by the end of the EYFS as defined by the early learning goals (ELGs).

Principles that guide our approach to marking

Marking and feedback should:

Be purposeful, manageable and impactful, ensuring that feedback leads to clear improvements in pupils' understanding and outcomes.

- Relate to the learning objective/question and any success criteria
- Implemented by all adults working with the children in the classroom
- Give recognition and praise for achievement and clear strategies for improvement
- Allow time for children to read, reflect and respond to marking
- Consider individual learning needs
- Inform future planning and target setting
- Use consistent codes across the school

- Be seen by children as a positive approach to improving their learning
- Be used as a means of feedback to parents and celebrating success

Implementation and Impact

Marking children's work

All work will be acknowledged in some form by class teachers or Learning Support Assistants. This may be through simple symbols, stampers, ticks, highlighting or written comments. Teacher comments are given in purple pen and responded to in green pen or pencil. Green pen, whether written by the pupil or scribed by a member of staff, reflects pupil voice. We will always indicate where a child has fully (3 ticks), partially (2 ticks) or not met the learning objective (1 tick), as well as the level of support they received during the lesson, as indicated in the examples below:

Fully met					
Date: 26/6/2026	PW	GW	AS	VF	
LO: I can use a simile to describe a given object. ✓✓✓					
Partially met					
Date: 26/6/2026	PW	GW	AS	VF	
LO: I can use a simile to describe a given object. ✓✓					
Not met					
Date: 26/6/2026	PW	GW	AS	VF	
LO: I can use a simile to describe a given object. ✓					
Support code key					
PW		Partner work			
GW		Group work			
AS		Adult support			
VF		Verbal feedback			

The Governors and Senior Management Team are committed to ensuring that the demands of marking and feedback to aid student progress are appropriately balanced with staff workload. There is an expectation for all work to be acknowledged but staff are encouraged to use their professional judgement as to the most suitable method of feedback to use.

Evidence of feedback and marking in both children's books and our learning environment could include:

Basic acknowledgement marking	Ticking and stamping
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Verbal feedback	Here teachers have communicated verbally with a child this is evidenced alongside the specific area for improvement in their work and you should expect to see either an amendment in green pen or some form of pupil voice via speech bubble or post it.
Use of marking codes	These codes are written in purple pen and show where in their work an adjustment needs to be made.
Written prompt	This marking is more commonly seen in Upper KS1 and KS2
Peer or self-marking	KS2 children are supported to reflect on and assess their own and others' work in relation to the learning objective/question or a jointly created success toolkit. Staff feedback via live marking to indicate areas where children need to edit, improve, or respond. Pupils are expected to revisit these sections and make using a green pen or pencil, ensuring edits and improvements are clearly visible. With teacher modelling and guidance, children may take part in peer assessment, identifying: • something that has been done well • a clear next step or suggestion for improvement Pupils can also use green pen/pencil to indicate how work was completed for example: with adult support or with a partner to develop honesty and reflection in their learning behaviours.

Use of marking and support codes

Support codes are used in an age appropriate fashion across our EYFS, KS1 and KS2 to support children in identifying targets and areas for improvement.

In EYFS or KS1 this may look like this

				
Sound out or Look at spelling	Use a capital letter	Write on the line	Use finger spaces	Look at your punctuation

In Upper KS2 and KS2 this is likely to look like this.

	Finger space missing
P	Punctuation
//	Paragraph missing/wrong
Sp	Spelling
?	Unclear
^	Omission (something is missing)
●	Incorrect answer
→	Next steps

Peer- or self-marking (KS2)

Although used less regularly children are encouraged to self-evaluate their own learning as well as the learning of their peers. This is an important part of every child's learning journey and enables them to develop as responsible and reflective learners. Children identify successes against the learning objective/question, and gauge how effectively they, or their peer, have applied elements of a jointly created toolkit. Pupils are encouraged to articulate areas of strength and development to their peers positively and respectfully by stating what has gone well and even better if.

In-depth marking

In addition to standard marking procedures that highlight success and/or areas for improvement, marking may also be used to extend and challenge learning, deepening pupils' understanding and promoting challenge. Marking must be inclusive of all learners and appropriately adapted to meet individual needs, ensuring that all pupils are supported to access feedback and make progress, without limiting expectations or opportunities for challenge.

Examples of in-depth marking may include comments such as:

- Prove it...
- Now try...
- Show me...
- Explain in your own words...
- Find your mistake and fix it...
- Uplevel the following...
- Give an example of...

Teachers may also use:

- A question prompt (e.g. 'what else could you say about the prince's clothes?')
- A scaffolded prompt (e.g. 'What was the monster doing?', 'the monster was so angry that he...')
- An example prompt (e.g. 'try to use adjectives in pairs: the juicy, green apple; the scrawny, hairless cat. Rewrite your sentence using pairs of adjectives for each noun')
- A reminder prompt (e.g. 'remember to always line up your HTO columns. Try it with these calculations...' or 'write the paragraph again using some of the emotive language from the working wall')

English	Maths	Religious Education
What do you think this character is feeling here? Why? Can you find evidence in the text to support your idea? How could you improve this sentence? What effect does this word/phrase have on the reader? Can you rewrite this using more descriptive vocabulary? What might happen next? Why do you think that?	How do you know your answer is correct? Can you solve this in a different way? What pattern do you notice? What would happen if one number changed? Can you explain your reasoning? Can you create a similar problem?	Why do you think this belief is important to people? How might someone from this religion respond differently? What does this teach us about their values? Can you compare this with another belief or religion? How does this idea influence how people live? Do all believers do this? What do you think about this? Why?
Science	Geography	History
Why do you think this happened? What is the scientific explanation?	Why does this happen in this location?	Why did this event happen?

What would happen if you changed one variable? How could you test this idea? What do your results show? Can you link this to real life?	How might this place change over time? What are the effects of this on people/the environment? Can you explain this using a map or diagram? What would happen if this factor changed? How is this place similar or different to another?	What were the consequences of this? How do we know this information is reliable? What might people at the time have thought? Can you compare this with another period/event? Was this change significant? Why?
Art		DT
Why did you choose these materials/colours? What effect were you trying to create? How could you develop this idea further? What worked well and why? What would you change next time? Which artist or style does this link to?		How does your design meet the success criteria? What would you improve about your design? Why? How well did your product work? Can you explain? What materials did you choose and why? What would you do differently next time? How could you make your product stronger/better? Who is your product for? Does it meet their needs? Can you evaluate your final product against your plan?

In order for the marking to be formative, the information must be used, and acted upon, by the children. Therefore, when work has been marked in depth, time is planned in a future lesson for children to read and write a focused improvement based on the feedback given. Ideally, this would happen when the learning is still current and meaningful. Teachers model this process to the children so that they are clear what the marking and support codes represent and how to respond to in-depth marking.

Spelling, punctuation and grammar

Not all spelling, punctuation and grammar errors will be marked in every piece of writing. However, where spelling, punctuation or grammar is a curricular, or personal, target, then children will be expected to attempt to meet them. When an adult feels that a child can correct a spelling, he or she will indicate the spelling error with the SP code.

Marking in the Early Years Foundation Stage

In Nursery and Reception children receive immediate oral feedback. Marking aids teacher assessment and supports parental understanding as to how their child has achieved developmental milestones, child and teacher led activities. The EYFS use the same support codes as KS1. Oral feedback and marking are documented in books and via our online journal Tapestry.

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise and oral dialogue with children about their play or work
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Flagged areas of learning against the EYFS framework on Tapestry

Monitoring and Evaluation of the Policy

We believe that children learn best when they receive ‘**in the moment**’ feedback. By encouraging teachers/Learning Teaching Assistants to mark with children as often as possible there is time to clarify necessary changes in order to progress towards meeting their learning objective/question and identifying their next steps. Whilst teachers choose

the most appropriate method of feedback there is an expectation that children will be exposed to a variety of approaches throughout the academic year. All aspects of learning will therefore be addressed over time. We identify the impact of this policy when we see that feedback and marking have a positive impact upon pupil progress and supports teacher assessment. The consistency of marking and feedback methods are monitored during formative and summative assessment periods, learning walks and subject reviews. Staff meetings also allow time for discussion to ensure that the policy is working effectively.

Ratified by the Governing Body: July 2026

Review Date: July 2027