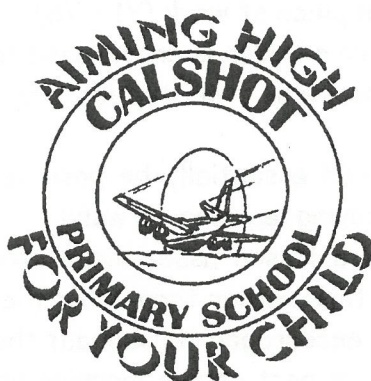


CALSHOT PRIMARY SCHOOL

Marking Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Policy Lead	Head Teacher
Committee	Achievement & Curriculum
Date of Last Review	28 th September 2026
Next Review Date	Autumn 2029

Marking is:

- A process that involves responding to pupils' work through written and oral comments in order to move learning forward, whilst at the same time improving confidence and self esteem
- A method of identifying strengths and areas for improvement

Principles on which the policy is based:

- Learning objective (WALT for FS) should be shared at the beginning of each lesson, unless this interferes with the planned learning process for the lesson (the learning objective to be written at the beginning of each piece of work (Y1 - Y6))
- Verbal feedback during and after a lesson is encouraged throughout the school
- Marking should normally take its focus from the learning objective (see appendix for marking codes)
- The tone of any comments should essentially be positive and supportive, whilst at the same time constructive in terms of moving learning forward
- Live marking is to be used as a lesson assessment strategy where teachers evaluate and feedback on pupils work in real time rather than after the class.
- Use of stamps and stickers are encouraged throughout the school
- Error making should be viewed as part of the learning process and should be used to inform Assessment for Learning
- Written comments should be neat and legible
- Pupils should understand the marking policy used within school and they should respond and take action on the basis of the marking; it should enable them to evaluate their own learning and move it forward
- Comments provide pupils with opportunities to reinforce a skill/concept, which they have struggled with, or extend a skill/concept further, if they have displayed proficiency in this area, when appropriate
- Pupils who complete extra work alongside the teacher, due to the need for reinforcement, should do so in their books, wherever possible, as it is clear evidence of the learning process
- Marking should support teachers to assess the learning of individuals, groups and at times the whole class, which will provide a starting point for future learning
- In the Early Years Foundation Stage, wherever feasible, marking should take place alongside the pupil, so that comments can be discussed and explained

Pupils' role in the marking process:

- marking should encourage pupils to read comments and subsequently take responsibility for improving their own learning
- self-checking skills should be developed so that pupils can correct, extend and improve their own work
- pupils should mark their own/others (self and peer assessment) work on occasions, but teachers should monitor this closely, so that opportunities for Assessment for Learning are not missed [from Year 1 to Year 6, all pieces of work should be self-assessed using the 'Traffic Light' system]

Marking Codes and Guidance for English

(some of the below may not be applicable to the EYFS)

Code	Meaning
✓	Correct answer or positive aspect of work/writing
x	Incorrect answer
u	Missing word or phrase
sp sed 'said' x3	Incorrect spelling underlined and 'sp' in the margin - correct spelling to be written out three times by the pupil, if the teacher writes the spelling within inverted commas at the bottom of the page followed by (X3)
/	Finger space between words
?	A phrase/sentence with a wiggly line underneath and a question mark above it, indicates that it does not make sense
ws	With support
//	New paragraph
✓	Learning objective met
p	Punctuation missing
VF	Verbal Feedback given

If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/23 - Absent - To describe a setting using a range of adjectives)

Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes

For 'First Draft' pieces of writing:

- a positive comment which praises an aspect of the writing and if necessary, a comment to prompt improvement (eg 'Great use of exclamation marks Harshiv, maybe next time you could include an ellipsis')
- The Teacher will indicate to pupils whether they need to rewrite and improve their writing

Editing to be completed in any colour other than what they have written in

If the pupil has experienced significant difficulty within the lesson, the teacher will revisit the learning with the pupil and this will need to be evident i.e. comment/date/task

If a comment is required the comment will provide pupils with opportunities to reinforce a skill/concept, which they have struggled with, or extend a skill/concept further.

Marking Codes and Guidance for Mathematics

(some of the below may not be applicable to the EYFS)

Code	Meaning
✓	Correct answer
X	Incorrect answer
WS	With support
✓	Learning objective met
VF	Verbal Feedback given

If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/23 - Absent - To convert a mixed number to an improper fraction)

Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes

The above will be followed by a general positive comment ('Excellent work Gemma') or a more specific positive comment in relation to the task ('Terrific partner work Sahej' or 'Fantastic investigating Archie').

If the pupil has experienced significant difficulty within the lesson, the teacher will revisit the learning with the pupil and this will need to be evident i.e. comment/date/task

If a comment is required the comment will provide pupils with opportunities to reinforce a skill/concept, which they have struggled with, or extend a skill/concept further.

Marking Codes and Guidance for Science

(some of the below may not be applicable to the EYFS)

Code	Meaning
WS	With support
✓	Learning objective met
VF	Verbal Feedback given
?	Question asked - (EYFS only)
If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/23 - Absent - To understand the difference between reversible and irreversible change)	
Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes	
Teacher to comment regarding standard of work or area to be improved	

Marking Codes and Guidance for Foundation Subjects

Code	Meaning
WS	With support
✓	Learning objective met
VF	Verbal Feedback given
If a pupil is absent, please record this in their book alongside the date and LO (eg 14/09/23 - Absent - To locate and identify continents on a world map)	
Stickers and HPs to be given when appropriate, in order to reward positive work and learning attitudes	

This policy was ratified by the 'Achievement and Curriculum Committee' on
28th September 2026