



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Marking Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Amanda Denney	March 2018	March 2019	March 2018
Becky Freeman/Karen	March 2019	March 2020	March 2019
SLT	March 2021	March 2022	May 2021
SLT	April 2022	April 2023	May 2022
SLT	April 2023	April 2024	May 2023
SLT	April 2024	April 2025	May 2024
SLT	April 2025	April 2026	May 2025

Marking Policy Overview: Supporting Editing, Improvement and Deep Learning

Aims:

- To support children in editing and improving their work.
- To deepen understanding through feedback, self-assessment, and shared good practice.

General Marking Expectations

- All work must be marked or acknowledged.
 - Methods: Tick, stamp, coded marking (Appendix 3), verbal feedback (VF), or growth mindset comments (Appendix 2).
- Verbal feedback is indicated with "VF" and followed up with a response in purple pen where possible.

English: Extended Writing and Whole Class Feedback

- Regular extended writing tasks form part of the learning journey.
- Marked using codes and against Year Group Expectations (YGEs).
- Feedback lessons must be planned regularly using the whole class feedback proforma or Smartboard slides (saved in SCA).
- Pupil responses: Editing, redrafting (Appendix 1), challenge/extension tasks.
- Children should reflect on feedback, YGEs, and be aware of their writing target.
- Pink/green pens can be used (encouraged in EYFS/KS1 or SEN pupils) but not mandatory.

EYFS Expectations

- Verbal feedback is primary.
- Written comments support assessment.
- Children respond through spelling practice or overwriting.
- Coded marking introduced in Summer term.
- Writing targets introduced verbally (Autumn/Spring), via target pencils in Summer.

KS1 Expectations

- Whole class feedback weekly or fortnightly.
- Marked against success criteria linked to YGEs and TAFs (Y2).
- Self-assessment encouraged.
- Purple pen for responses/editing/redrafting.
- Writing targets via target pencils.
- Purposeful challenge and extension tasks.
- Y2 to be introduced to KS2 marking codes in Summer if appropriate.

KS2 Expectations

- Whole class feedback:
 - Short half term: 2 times
 - Long half term: 3–4 times
- YGE cards used 1–2 times per half term, shared with children.
- Feedback references numbered YGEs.
- Purple pen used for pupil responses.
- Targets discussed and referred to.
- Extension/challenge tasks must be purposeful and linked to YGEs.

Maths Marking

- All work acknowledged: tick, cross, VF, peer/self-assessed.
- CM (Class Marking) may be used.
- Teacher to comment in detail at least once per week.
- Highlight errors clearly (e.g., circle incorrect digit).
- Provide immediate or next-day intervention when possible.
- Purple pen for correcting but does not replace teacher assessment.
- No more than 3 crosses in a row—verbal intervention required for repeated errors.
- Time built into lessons for children to reflect and respond.

Appendix 1 – Structure of a Redraft

- Purpose: To improve writing based on feedback, input, or modelling.
- May be independent, guided or shared (use “S” to identify).
- Focus on specific objectives (e.g., YGEs, handwriting).
- Can be a sentence, paragraph, or short extract.
- Full redrafts discouraged unless for publishing.

Appendix 2 – Feedback Examples

Types of prompts:

- *Deeper:* Extending the gap questions
- *Advanced:* Reminder or question prompts
- *Basic:* Scaffolded prompts

Here are some examples of comments you could use as acknowledgement that work has been read:

- Well done
- Great effort
- Great thought process
- Great thinking
- Well done, you kept going
- Well done for taking a risk
- I like the way you..... You stuck at it!
- You worked hard towards your goal. What else could you do?

Growth mindset comments:

- Well done / Great effort / Great thinking
- You stuck at it!
- What else could you do?
- You have really thought about this?
- How did you challenge yourself?
- What might you have learnt that's similar?
- You showed resilience.

Appendix 3 - Coding *Coding for marking EYFS and Key Stage 1*

	<i>Finger Space</i>
	<i>Full stops</i>
ABC	<i>Capital letters</i>
<i>Spelling mistake</i>	<i>Teacher will underline the spelling mistake, write it out and children will copy correctly 3 times</i>
? , !	<i>Other punctuation mistakes</i>

Coding for marking will be either in the margin or under children's work.

Coding for marking will be displayed in the classroom.

Coding for marking for KS2.

<i>P</i>	<i>Punctuation</i>
<i>SP</i>	<i>Spelling mistake</i>
<i>G</i>	<i>Grammar mistake</i>
^	<i>Missing word or phrase.</i>

Coding will be either written in the margin or under the children's work.

Coding for marking will be displayed in the classroom.

LA/SEN children in KS2 may benefit from using the EYFS/KS1 coding.

Appendix 4 – Whole class feedback

Whole class feedback provides an efficient and effective method for assessing pupils' work and identifying common strengths and areas for improvement. The feedback can be recorded in a variety of formats, such as a Word document or interactive whiteboard (IWB) slides.

All whole class feedback documents must be saved as part of your assessment evidence and record-keeping. Examples and supporting resources can be found in the following shared area:

SCA → English → Writing → Whole Class Feedback

Whole class feedback must include the following elements:

- **What Went Well (WWW):**
Celebrate strengths in pupils' work, clearly linked to relevant Year Group Expectations (YGEs).
- **Even Better If (EBI):**
Identify key areas for improvement, also linked to the appropriate YGEs.
- **SPaG Focus:**
Highlight specific spelling, punctuation, and grammar objectives that require attention.
- **Shout Outs:**
Recognise individual or group successes. Shout out stickers may be used and stuck into pupils' books as part of this celebration.
- **Clear Follow-Up Tasks:**
Provide purposeful next steps for learning. These may include:
 - Guided group work
 - Shared writing activities
 - Independent tasks
 - Extension challenges

This approach ensures feedback is meaningful, manageable, and impacts progress.

Whole Class Feedback	
Class:	Genre:
Date:	Genre:
What went well? <div style="text-align: center; margin-top: 10px;"></div>	SPaG <div style="text-align: center; margin-top: 10px;"></div>
Even better if <div style="text-align: center; margin-top: 10px;"></div>	Shout Outs <div style="text-align: center; margin-top: 10px;"></div>
Next Steps <div style="text-align: right; margin-top: 10px;"></div>	