

Marking Policy

St Mary's Horsforth Catholic Voluntary Academy



"Happy together in God's family,
we love, grow and learn."

Approved by:	Aoibheann Kelly-Edwards	Date: September 2022
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Next review due by:	April 2028	

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

St. Mary's Horsforth Catholic Voluntary Academy Marking Policy

Rationale

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. However, marking does not need to be an onerous task and can be completed within the lesson, where possible, to ensure it is manageable, meaningful, and motivating.

Marking at St Mary's Horsforth CVA

At the start of every piece of work, the St Mary's learning objective template (below) will be used. This will contain the short date and the learning objective along with the adaptive teaching strategies tick boxes. Teachers should ensure the learning objective is written in child friendly language and linked to knowledge organisers.

Sentence stems/word banks	Chunking	Assistive Technology	Flexible grouping	Support from teacher/TA	Concrete materials	Adapted task
<u>20.4.26</u> L.O. I can write a prediction about our story						

In all subjects, a tick will be placed next to the LO if it has been achieved, and a clearly marked dot if it has not. Teachers will mark in black pen and use the pre-cursive or cursive script as appropriate to demonstrate and model good handwriting.

Using the adaptive teaching tick box allows staff to highlight effective in-lesson adaptations without extra marking, supporting workload reduction and promoting the use of these strategies across lessons. Teachers will tick the adaptive teaching strategies that were used where appropriate. This should also be evident for challenge as those children may have an adapted task, sentence stems or TA support.

Supply teachers must write supply on marked work, or it can be added to the LO.

From Year 1, pink highlighters will indicate to the pupil any next steps that can be used to address misconception or as a challenge to act upon at least every other lesson. Teachers must also identify a selection of pertinent spellings to be corrected as appropriate to the child. These may include common exception words and subject specific spellings.

Expectations for peer marking will be set with the children to ensure high standards of presentation. Work marked by children should be marked in green pen. Teachers must be diligent when checking the reliability and accuracy of self-marking to inform their decision as to whether a child has met the LO. Children must not complete the adaptive teaching strategy boxes.

Children will edit and respond to marking within their work using green pen. Children will respond to next steps and challenges in their normal writing pen/pencil. When using the squared mathematics books, children must write in pencil with one digit in each box.

Work should be marked using the agreed signs and symbols outlined below to ensure consistency and clarity:

Sign of symbol	Action required
sp	There is a spelling error on this line of your work. Please find and correct it.
^	Insert a missing word here.
P	There is a punctuation error on this line of work. Please find and correct it.
CL	There is a capital letter missing or you have used a capital letter incorrectly. Please find and correct it.
?	What do you mean here? Please review this section of work.
//	New paragraph needed.
/	New sentence needed.
G	Check for grammatical errors.
VF	Verbal feedback given.
PT	Pre or post teach has taken place.

Self-assessment grids may be used to support extended writing but are not a required expectation. Where they are used, they should be applied proportionately and must not create unnecessary workload. Upon completing a piece of extended writing, children should be given the opportunity to independently self or peer edit with the success criteria using their normal pen or pencil, prior to the work being marked. Green pen in this case should only be used when responding directly to teacher feedback. If used, the self-assessment grids must help children understand success criteria, reflect accurately on their learning, and develop metacognitive skills by identifying what they know and what they need to improve. They must be age-appropriate and checked by teachers when marking.