Version [5.0]

October 2026

MARKING POLICY

SANDON PRIMARY ACADEMY

Mrs R Beckett (Principal)

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Rationale

Marking and feedback are an integral part of teaching, learning and assessment. Their purpose is to recognise achievement, identify misconceptions and provide pupils with timely, specific and actionable feedback that supports progress and improves future learning**.**

Effective feedback is most commonly verbal and should take place at the point where it will have the greatest impact. Wherever possible, pupils should be given opportunities to respond to feedback, make improvements and increasingly reflect on and edit their own work in the moment.

The way adults respond to pupils' work can influence pupils' confidence, motivation and perceptions of themselves as learners. Feedback should therefore be constructive, encouraging and focused on what pupils have done successfully and the specific next steps that will move their learning forward**.**

Our approach prioritises the impact of feedback rather than the quantity of written marking**.** Marking and feedback should be purposeful, manageable and appropriate to the age and needs of the pupil, enabling teachers to adapt subsequent teaching and helping pupils to understand how they can improve.

Our Aims in Marking/Responding to Children's Work

- To use marking and feedback to help pupils improve both the current piece of work in the moment and their subsequent learning. Where appropriate, feedback should identify a transferable strategy that pupils can apply independently in future work.
- To develop children's ability to proof read, edit and improve a piece of work
- Feedback should be rooted in the learning intention and pupils' understanding of what successful learning looks like through explicit modelling, worked examples, shared working and success to establish a clear picture of quality before pupils write and edit independently.
- Feedback is only effective when pupils have an opportunity to use it. Where feedback identifies an improvement, pupils should be given appropriate time to respond, edit, practise or apply the learning in subsequent work.
- To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of teaching and learning.

Our Agreed Methodology

Marking is used as an assessment for learning tool to support in the moment next steps and to inform/guide future teaching and learning.

- Teachers will review pupils' work sufficiently to understand what pupils know and can do, identify misconceptions and determine appropriate next steps. Feedback will be provided where it will support learning and may be verbal, written, whole-class or delivered through subsequent teaching. **PINK** ink is always used to mark. To support access feedback may be given as a voice note.
- Early Years staff respond to children's work verbally
- Where possible, feedback should take place during learning so that misconceptions can be addressed and pupils have an immediate opportunity to respond. Teachers use professional judgement to decide whether immediate or delayed feedback will best support learning.
- Toolkits can be used throughout a piece of work to help guide children to evaluate their work

Agreed format for general marking and feedback – all subjects

All marking to be completed in **PINK** and can be supported by voice notes to aid memory

Children are encouraged to self-mark and this is to be completed in **green**

Teachers to mark as much as possible in the lesson alongside the children

VF used to indicate feedback has been given

All work to be deemed independent unless CT/TA recorded

If a piece of work is truly outstanding and a significant achievement for the child then it should be placed in their portfolio and may receive a golden dojo.

The following key/ symbols to be applied:

Marking to comprise of a ✓ if the work is correct and a ● if the work needs correcting.

If there is an incorrect digit or punctuation error. These are to be circled O

Voice notes may be used to support correction and pupil memory

Errors should be addressed selectively and purposefully. Teachers should consider the learning intention, pupils' prior teaching and whether identifying an error will support future independent application. Where appropriate, pupils should be prompted to locate and correct errors themselves rather than having every error identified for them.

Where assessment identifies a common misconception or gap in learning, teachers should adapt teaching accordingly. This may include immediate re-teaching, additional modelling, guided practice or whole-class feedback before pupils move on.

When a piece of work is complete it will be marked as all done 

If a pupil is absent the work will be marked as not started and a comment will be added in the comment box

In literacy, the following symbols will be used alongside live marking in Literacy to help develop the skill of proof reading:

Sp = Spelling mistake	P = missing punctuation	A = Missing capital letter or capital letter in the wrong place
G = Grammatical errors (read it out loud and check the tense/ check that your sentence makes sense)	^ = Missing word (read it out loud and check for missing words)	

If there is a repeated letter/number formation mistake that a child is familiar with from their handwriting practise then this process should be modelled to them and children given the opportunity to practise this 3x.

If there is a repeated spelling mistake that a child is familiar with from their phonics/ spelling practise the child should write the word correctly in their spelling log at back of their literacy books.

Redrafting/ editing written work

In literacy, children are encouraged to edit and redraft sections of writing based on assessment for learning and at an age-appropriate level. Sentence level editing is often supported on the IPAD as it allows children to hear, build and edit sentences. Paragraph level editing is completed in books where editing considers how effectively the writing communicates its intended meaning to the reader. Whole pieces of writing should only be redrafted if significant improvements are to be made across the genre selected.

Children write their final draft into their publishing book to enable them to present their final draft in contextualised format.

Marking within the RWI scheme of work

Marking set 1:

Live Marking

Model correct letter formation.

Model correct use of the handwriting lines.

Give age appropriate, specific and positive praise.

Spelling:

The teacher writes the word on the board modelling how to use a tick or make a correction where needed. The children mark their own spelling using the tick or correct strategy in **green** pen.

Hold a Sentence:

The adult models how to check the spelling and punctuation in their written sentence using a tick or making a correction where needed. The children mark their own sentence using the tick or correct strategy in **green** pen.

Key focus on the punctuation and spellings in the check box.

Assessment

How we assess

Types of Assessment:

Formative Assessment (Assessment for Learning)

· Conducted daily through questioning, observations, marking, and feedback.

· Used to adjust planning and target support for individuals or groups.

· Formative assessment will be seen in a number of forms:

- Self-assessment and peer assessment
- Verbal exchanges and voice notes
- Marking of work
- Next steps, challenges and reflections
- Observations
- Diagnostic assessments e.g. SEND assessments, learning by questions, TTRS, phonics screens, MTC screens, communication screens

Summative Assessment (Assessment of Learning)

· Conducted at key points at the end of a unit and term-see appendix

Statutory Assessment

· EYFS: Reception Baseline Assessment (RBA), Early Years Foundation Stage Profile (EYFSP)

· Year 1: Phonics Screening Check

· Year 4: Multiplication Tables Check

· Year 6: End of KS2 SATs

Insight

Insight is the chosen system for reporting, analysing and tracking pupil progress and attainment. Termly cohort reviews are held with SLT to review data and set actions to ensure suitable challenge and achievement. There are three set assessment points throughout the year where teacher judgements are recorded.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's achievement. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. If teachers have concerns about a child's progress, regardless of their level of attainment, they should discuss this with parents immediately and provide extra work and support.

Twice per year, we offer parents and carers the opportunity to meet their child's teacher and discuss their child's wellbeing, behaviour and attainment. During the summer term, we provide opportunity for a review of their child's progress and achievement for the year in the form of a written report. Three times per year we also offer parents the opportunity to meet with school SENDCo's so that they can discuss SEND concerns and targets.

Monitoring and review

The Senior Leadership Team will regularly monitor and review the effectiveness of this policy. This policy will be monitored and reviewed annually or earlier if necessary.

Appendix

Subject	Showbie Feedback	Summative Assessment
English	Lesson feedback using live verbal feedback, marking codes, voice notes and written comments as necessary. Voice notes for challenge and reflection.	Writing: Air write In house and external moderation Spelling: Baselines Morpheme assessments Termly common exception words Reading: Half termly RWI, Freshstart PIRA-comprehension Collins Big Cat-fluency
Maths	Lesson feedback using live verbal feedback, marking codes, voice notes and written comments as necessary. Voice notes for challenge and reflection.	NFER
Science	Lesson feedback using live verbal feedback, marking codes, voice notes and written comments as necessary. Voice notes for challenge and reflection.	End of unit assessment-Sandon Sticky Knowledge Quiz
Foundation subjects	Lesson feedback using live verbal feedback, marking codes, voice notes and written comments as necessary. Voice notes for challenge and reflection.	