



Hartington C of E Primary School



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*“Caring & sharing as part of God’s family”*

*“Loving our neighbour as we love ourselves” - Luke 10:27*

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## Marking Policy

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Reviewed by	T. Blackwell
Position	Head Teacher
Date reviewed	September 2025
Next review date	September 2027

# Marking Policy

This policy has been developed then reviewed to ensure continuity and progression across the New National Curriculum 2014 Key Stages 1 and 2. Its aim is to give a practical framework for marking children's work to the benefit of pupils, staff (permanent and temporary), parents and other interested parties, and to support and help underpin children's independent learning.

## Purposes of Marking

Therefore, the underlying principle in marking work is to assist children to improve the depth of their understanding and the standard of their work. To do this marking can be used to:

- Assess progress towards targets
- Identify targets for improvement
- Encourage and motivate, build confidence and self-esteem
- Promotion of skills and substantive knowledge
- Give feedback on progress
- Evaluate own teaching and pupil progress
- Inform planning
- Communicate with parents/Carers

## Principles of Marking

- Marking should be part of a dialogue with the child.
- The marking should reflect the objective of the lesson and include next steps for learning.
- Criteria for marking should be defined and clearly understood by the child.
- It is good policy to mark with the child or group whenever possible and indicate when this has occurred ie: verbal feedback given.
- The child has a part to play in marking, for instance by being given time to improve a first draft before presenting it.
- Time for reflecting on teachers' comments should be built into the structure of a lesson.
- Marking should be positive whenever possible and next steps clearly identified. (Two stars and a wish) Next Steps: can be linked to teacher or pupil objectives i.e. formative assessment / next area of curriculum to experience / summative assessment

On completion of the work:-

- Marking should be clearly linked to lesson objectives and outcomes /individual targets.

## Marking strategies

### Mark

Underline or sp in margin  
Cap

### Means

Try this spelling again  
Missing or misplaced capital letter  
Circle in marking pen

■! ? (green circle identifies position)

Missing full stop, exclamation mark, question mark

//

Mark in where paragraph should be

Description

Rewrite this short section to improve description

P

Additional punctuation marks required

Adj

Adjective to be included here

Adv Adverb to be included here

“ ” Missing Speech marks

### **Reciprocal Marking**

In the KS1 Classroom the children use a set of stamps including a smiley face which they colour in:

Green – Found easy to complete (achieve objective)

Orange – Found more difficult and require more practice (Working towards objective)

Red – Didn't understand the task at all (Objective not achieved)

In the KS2 Classroom the children look for a green triangle placed by work which requires their attention along with an instruction from the class teacher. Once the work has been completed and discussed with the teacher the children tick inside the triangle. To support children's identification of their next step within the marking (wish symbol) the green triangle will be placed beside and once the child has read the statement it will be ticked by them.

### **Peer Marking**

All children in KS1 & 2 are provided with opportunities to undertake marking their own and others work. This allows the opportunity for discussion between the children themselves and the class teacher regarding the content of their work. This type of work is identified by a green tick stamp with the words 'Peer marked'.

### **Handwriting**

The school uses a combined writing scheme of Little Wandle with cursive K in addition to the new hand writing scheme – 'Morrells' Handwriting Scheme purchased in July 2025.

This looped style was chosen as it meets the needs of the children and provides a firm basis for the development of individual styles and ultimately a cursive handwriting style by the end of key stage 2. It also complements the Charles Cripps Spelling method: "Look, Say, Cover, Write and Check" which was previously used throughout the school and is the model used in spelling, handwriting and Literacy skills books.

### **Spelling:**

The school has introduced a new spelling scheme from September 2025 which is delivered through the Grammasaurus Programme of Study. This is being piloted initially in class 2 due to the units of work for years 4, 5 and 6 being complete. The year 3 unit will begin to be delivered in the Spring Term 2026 due to the units then also being complete. This area has been designated a priority for the school within the School Improvement Plan.

### **Setting Down Work**

It is within the context of a clear framework for setting down work that the Marking Policy has been developed.

### **Written Work (including Topics)**

A variety of exercise books are available, with a choice of plain or lined paper, rulings of different sizes, with or without margins. Sometimes children work on A4 paper (plain or ruled). Guidelines and clipboards are available and the general principles for setting down are the same as for exercise books. (Children's work must be named. First names are usually sufficient.)

## **Layout**

### **Key Stage 1**

In exercise books: -

Work in Noris Jumbo / thin pencil / black manuscript handwriting pen  
Dated  
Title – in the middle above any picture writing underneath  
Mistakes erased or underlined in green biro  
The green triangle is also included with the appropriate error identified.

Worksheets:

Work in Noris Jumbo / thin pencil / black manuscript handwriting pen  
Dated  
Title – in the middle above any picture writing underneath  
Mistakes erased or underlined in green biro  
The green triangle is also included with the appropriate error identified  
The layout of the worksheet is representative of the genre being written in and work presented in accordance with the learning objectives e.g. poster, leaflet etc.

### **Key Stage 2**

Year 3 & 4

In exercise books: -

Work dated  
(Margins to be ruled if not printed)  
Miss a line  
Title of work, underlined\*  
Miss a line and start  
Mistakes erased – may be teacher directed or self-corrected  
Work in Noris thin pencil / black manuscript handwriting pen  
The green triangle is also included with the appropriate error identified.  
  
Teacher may underline until children are able to do it for themselves

Year 5 & 6

In exercise books:-

Work Dated  
Miss a line  
Title of work, underlined  
Miss a line and start  
Work in Noris thin pencil / black manuscript handwriting pen  
Mistakes to be erased if working in pencil or crossed out with one line only if working in pen.  
The green triangle is also included with the appropriate error identified.

## **Use of Pen/Pencil**

Pencil is used for all math work. Lower juniors use pencil for all work to begin with. As they become more familiar with a 'joined' script they are introduced to working in pen, at first in handwriting lessons.

Upper juniors who show good penmanship have the opportunity to develop their own style and use pen if appropriate. They will be awarded with a pen licence which can be revoked at any time, but can also be rewarded when improvement is seen.

## **Maths**

A variety of math exercise books are available with different size squares.

Infant children use purchased plain unruled workbooks. Reception children use unruled books for Math Topic. Year 1 & 2 also use plain / lined workbooks and 1cm squared notebooks for setting down number problems if applicable to work set.

In addition to books a wide variety of papers are available for practical use e.g. squared, graph, dotted, isometric.

## **Layout**

### **Key Stage 1**

In workbooks, topic folders as previously recorded for exercise books and worksheets

### **Key Stage 2**

Year 3 & 4

In exercise books:-

1cm squared:- Work  
in pencil  
Short date  
Leave a line of squares Unit and  
page number  
Layouts appropriate – may be columns  
One digit or symbol per square when appropriate

Year 5 & 6

In exercise books:-

7mm squared:-

Short date

Layouts appropriate – may be columns

One digit or symbol per square when appropriate All lines

drawn by ruler

**All year groups:** Work undertaken on the computer / photographs to be printed, glued into workbooks, dated and

annotated.

## **Marking Procedure in Literacy work**

### **Written Work**

#### **Key Stage 1**

Mark in green pen only

All pupils in year 1 and year 2 have their own High Frequency Spelling Book and the use of dictionaries is encouraged especially in year 2. A variety of dictionaries with varying degrees of difficulty are readily available, this includes rhyming dictionaries.

Looking for:-

Spelling – commonly used words / phonetically plausible words linked to phases within phonic programme. Links made to new spelling programme

Incorrect letter formation or reversal

Punctuation – (Y1 onwards) capital letters for names and sentence beginnings, full stops, adjectives, speech marks, adverbs, connectives. Understanding the use of a verb, noun, adjective, connective, conjunction and adverb.

Correction Procedure: -

Spelling – rewrite correctly above

Incorrect formation – write over (write correct formation at bottom of page for child to copy)

Punctuation – write over lower case with capital Include full stops

Use of whiteboards for draft work corrections and enhancement and improvements made to the content of work being undertaken to support the development of skills and independent work

A range of stamps are also used in KS1 – Independent Work, Assisted Work, Verbal Feedback given.

## Key Stage 2

Mark in green pen only

As children get older, more emphasis is laid on self-correction and reference to marking strategies is to be made available to children (differentiated dependent on year group/key stage). All pupils have their own High Frequency Spelling Book and the use of dictionaries is encouraged especially from the beginning of Key Stage 2. A variety of dictionaries and thesauri, with varying degrees of difficulty are readily available.

Children are encouraged to re-draft written work and improve their writing. This may be for display, but is generally to ensure a good standard of work for each child, and to encourage pupils to take responsibility for improving their own writing using a variety of strategies. They are also encouraged to work together in pairs and make suggestions of how a partner's work may be improved (peer marking). This is handled in a sensitive way and to be undertaken at least once every half term in Y2-Y6

## Teachers' Comments

At KS1 Learning Objectives are explained verbally and are then applied to work when annotations are added at marking.

At KS2 Learning Objectives are written on the board and applied at the beginning of each piece of work.

Positive, constructive and concise. (Two stars and a wish, Next Steps)

When marking work staff are encouraged to make positive comments relating to the specific purpose of the writing task and also to suggest what the **Try to comments** are for improving their work i.e. **Consolidation**. These **Try to comments** then become children's **targets** which they work towards achieving.

Teacher's should also include **Challenge** tasks for children to complete to help promote the application of knowledge through using and applying / problem solving / mastery tasks.

When appropriate, children are encouraged to word-process their written work. This may be to re-draft work after they have made a handwritten attempt, but we encourage all children to develop the skill of writing directly onto the screen.

Work can be input onto layouts and writing frames which can then be saved into individual children's folders on the server.

Learning objectives are included within marking and within each unit of work. 'I can' statements can also be used by class teachers to support children's understanding of progression.

## **Mathematics**

Correct number operations, calculations and procedures are marked in the usual way with ticks. Incorrect operations are marked with a green triangle which the child ticks once the correction has been completed.

### **Develop fluency in the use of formal written methods - Calculating**

Teaching column methods for calculation provides the opportunity to develop both procedural and conceptual fluency. The LPS teachers noted that the Shanghai teachers ensured that children understood the structure of the mathematics presented in the algorithms, with a particular emphasis on place value. They saw base ten apparatus being used and illustrated in textbooks to support the development of fluency and understanding. Informal methods of recording calculations are an important stage to help children develop fluency with formal methods of recording. A noticeable difference, however, that the LPS teachers observed in Shanghai is that these were only used for a short period, to help children understand the internal logic of formal methods of recording calculations. They are stepping stones to formal written methods.

Wherever possible, staff attempt to mark work whilst children are present. This enables teaching points to be made and encourages involvement and the use of mathematical language. Older children are encouraged to mark their own work which is carefully monitored by staff. This is important as it enables children to take more responsibility for their own learning. When corrected, operations are marked with a tick, they are then overwritten with the letter C. Alterations to marked work are discouraged.

As for Literacy **Challenge** tasks for children are to be included for children to complete to help promote the application of knowledge through using and applying / problem solving / mastery tasks.

## **Other Curriculum Areas**

All other work is marked for content and presentation. It is sometimes necessary for children to correct the spelling of common words. The usual recommendations for setting down apply. The use of a ruler is encouraged at all times and in all subjects.

## **Rewards**

Reward stickers and stamps are used frequently to encourage and support positive attitudes. Children in class 1 have individual sticker/stamp charts and when they have achieved 10 stickers they win a small prize. Special awards are available for example PE, community events, charity work etc.

Children in class 2 follow a similar reward system to provide continuity throughout the school, but use ticks on a chart rather than stamps or stickers.

All children's achievements are acknowledged in the weekly celebration assembly for achievements both in and out of school and this is recorded on the Celebration Board. This year the school is re-introducing celebration assemblies for parents to attend in addition to celebration worships each term in church. A gallery of work has also been introduced for children to share current work via the school website.

As part of Celebration Worship, certificates are given in reward for the anyone displaying the Christian Value being considered that term.

## **School Leaders**

Year 6 children are the schools Head Girls and Head Boys. Year 3 children are prefects for key stage 1 and year 5 pupils are prefects for key stage 2.

School council will be taken from any year group.

Worship team –non- age specific

Playground buddies on rota

Date of Policy – September 2025

Next review date – September 2027

Chair Person: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



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