



Marking Policy
EASTERN GREEN JUNIOR SCHOOL

September 2025
Academic Year 2025-26

Head Teacher: Sara Brown

Designated Safeguarding Lead: Sara Brown (Headteacher)

Deputy Designated Safeguarding Lead: Naomi Albans (Assistant Headteacher) Becky Colbourne (Assistant Headteacher) George Higginson (Pastoral Lead) Michelle Pritchard (HLTA)

Named Governor for Safeguarding: Cara Hooper

Chair of Governors: Cara Hooper

Vice Chair of Governors: Mark Spafford

Designated Lead for Looked After and Previously Looked-After Children: Sara Brown (Headteacher)

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Eastern Green Junior School

Marking Policy

Date: September 2025

Review date: September 2027

At Eastern Green Junior School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Purpose

At Eastern Green Junior School we believe that the purposes of marking are:

- to inform planning
- to provide information for assessment
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misunderstandings
- to assist learning
- to allow pupils to reflect on their performance and to set new targets together with the teacher.

Key Principles:

At Eastern Green Junior School marking should:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others

Guidelines for marking

When to Mark

- Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

What to mark

- Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child's personal learning targets.
- Final pieces are not always marked, when marking or thorough feedback has taken place during the writing process.

How to mark

- Where marking takes place after the task has been completed, the teacher will make a positive comment celebrating the children's achievements, and, where appropriate provide a next steps comment.
- When a question has been asked the teacher should expect a response- the children will use a green pen to make corrections or respond to teachers' comments.
- Marking should inform the child of the progress they are making and targets they need to work towards.
- Teachers should use legible, neat writing when marking children's work in line with our expectations of the children

- All marking by teaching staff after the lesson will be carried out in red pen. Impact marking can be in a contrasting colour. Marking by pupils should be done in green pen or pencil.

After marking

- Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- Spelling errors will normally be kept to a maximum of three errors per piece of work. Pupils will be asked to correct these spelling errors by rewriting the spelling.
- Punctuation errors will be identified by a 'p' or a number in the margin. Pupils will be asked to correct their punctuation errors by adding the correct punctuation within their work.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.
- If a pupil makes an error in their Maths work then this will be crossed.

Pupil marking

Children may, where appropriate, self-mark work. The teacher will review this marking. Children should be taught to mark neatly and accurately.

Teaching Assistants

TAs should only mark when they have been instructed to and under the guidance of the class teacher. This may include work produced by their group of pupils, impact marking and marking of reading diaries. They should then inform the teacher of the progress and problems from the piece of work marked.

In conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out Book Scrutiny. This will be the responsibility of the Leadership Team when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing body will monitor the implementation of the policy.