



# MARKING POLICY

2026-2027



## Moorpark Junior School Marking Policy

### **Approval and Review**

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	May 26
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	May 2027

<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations (from and to)</b>
1	May 21	none	
2	May 22	none	
3	May 23	none	
4	May 24	P5	Removed VCOP in peer assessment
5	May 26	Page 3	Removed diagram of feedback process
		Page 4	Removed definitions of “Pupil Progress”, “Formative Assessment” and “Summative Assessment”.
		Page 4	Updated expectations for deep marking.
		Page 5	Changed from 5 to 3 spellings for children on SEN register.
		Page 5	Updated expectations for deep marking.
		Page 5	Updated time scale for children completing next steps.
		Page 6	Updated English marking codes.
		Page 7- end	Removed appendices.



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### Purpose of Marking

#### Key Principles

- To know where the children are and what the next learning step will be.
- Children are clear about what they are expected to learn by the end of the session and how they will get there. (Lesson objective & success criteria)
- Learning is constantly reviewed and reflected upon with the children. (Effective feedback)
- Individual needs are met through differentiation and scaffolding. (Planning)
- Outstanding teachers create an enabling environment which allows children to participate, flourish and grow. (Relationships).

#### Marking and AfL – Fundamental Principles

Marking and assessment for learning:

- Should be part of **effective planning** of teaching and learning.
- Should focus on **how pupils learn**.
- Should be recognised as **central to classroom practice**.
- Should be regarded as a **key professional skill** for teachers.
- Should be **sensitive and constructive** because any assessment has an emotional impact.
- Should take account of the **importance of learner motivation**.
- Should **promote commitment to learning goals and shared understanding of the criteria** by which they are assessed.
- Learners should receive **constructive guidance about how to improve and deepen their knowledge and understanding**
- Should **develop learners' capacity for self-assessment** so that they can become reflective and self-managing.
- **Should recognise the full range of achievement of learners.**

#### The principles of effective feedback:

- Children must know the purpose of the task
- They must know how far they've progressed towards achieving it
- Then they need to know how to move closer to the desired goal
- Marking should relate to the learning objective
- It should aim to close the gap by giving specific feedback
- Time should be given for improvements to be made
- Quality feedback dialogue between the teacher and the pupil...
  - A) focuses on learning objective / success criteria
  - B) lets the learner know how well they've achieved
  - C) lets the learner know what they need to do to improve or extend learning
  - D) lets the learner carry out improvement on the work or revisit the skill or apply their learning



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### **Different types of marking**

#### Deep Marking

- This strategy involves the teacher identifying where improvements can be made and then providing a variety of differentiated support techniques in order to enable children to make these improvements
- The child's work is marked thoroughly.
- Deep marking is expected for every piece of writing.
- All deep marking should be followed up by the child in reflection time. This marking provides quality feedback and dialogue.
- Every mistake is a learning experience.

After deep marking...

#### Children:

- Are eager to look at their marked work and motivated to make improvements.
- Take more notice of the success criteria, knowing their work will be marked against it.
- Improve their repertoire of skills by focusing on one thing at a time.

#### Teachers:

- See evidence of improvement in written work, oral work, self-esteem and motivation.
- Find marking has a clearer purpose.
- Focus on the learning intention more specifically.
- Feel that time spent marking is more productive.
- Spend less time marking in total!

#### Success and Improvement Model

Show success

Indicate improvement

Give an improvement suggestion

Pupil makes the improvement

Pupils will get lots of verbal feedback

A dot will be used to identify a mistake to check and correct

A tick will show that the answer is correct.

See appendix 1 for examples of detailed comments to give an improvement suggestion.

#### Light touch marking

- This is marking to gain information about how a child has made progress and inform them of the next steps- used for future planning.



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Again this should be followed up in reflection time. This marking indicates what the child needs to do to improve.

Much of the work can be 'hot marked' in lessons by the teacher or TA.

All work should be marked by the teacher or TA in two different colours. One colour for success and one colour for next steps.

Success = great green

Improvements = reflection red

### Self/ peer assessment

- The purpose is that it aims to help children to recognise their success and progress.
- Self-assessment against the success criteria alongside the highlighting or underlining to identify their own gaps for the next step.

Marking symbols will be used consistently throughout the whole school and these will be displayed in the classroom and be available at close hand for the children on their desks who require it (see Moorpark marking symbols and mini marking symbol display).

Every piece of work will be marked by either the teacher, a TA or through self and peer assessment with a teacher mark to show this has been read by the teacher.

All pieces of writing and all Maths arithmetic tests will be deep-marked in detail by the teacher for every child.

Children will be given planned time to review the comments for next steps and develop the suggestions.

This time may be planned during skills sessions in the first morning session or as part of a lesson where it will impact on the learning in the rest of the lesson but **must** be carried out within one school week.

Differentiated success criteria checklists should be used to support expectations for the learning in a lesson.

### **English Marking:**

During marking, spelling, punctuation and grammar will be marked using the following codes:

Error	Code	Outcome
Spelling	Highlighted in orange in book	Use dictionary Use electronic spellcheckers Write correct spelling in books (Depending on level of the child)
Missing	//	Children to place this sign where they

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paragraphs		consider the new paragraph to begin //
Missing capital letter	Letter circled in red	Children to correct
Missing full stops	A circle	Children to correct
Grammatical error	G	Children will correct their sentence(s) in their books
Missing punctuation	P	Children will correct their sentence(s) in their books
Tense	T	Children will correct their sentence(s) in their books
Opener	O	Children will correct their sentence(s) in their books
Vocabulary	V	Children will correct their sentence(s) in their books

An example of the marking codes that children will see in their books:

**Mrs Barber's Marking Codes**

- T** = Rewrite in the correct tense.
- P** = Rewrite using correct punctuation.
- Para** = Rewrite, adding paragraphs where needed.
- G** = Your sentence doesn't make sense.  
Rewrite so that it is grammatically correct.
- V** = Rewrite, improving your vocabulary used.
- O** = Rewrite, improving your openers or using more appropriate ones.

Stickers/stampers/ smiley faces/ stars or ticks can be recorded by a piece of work to show that a target has been met and also to show success in the standard of work produced.