



MARKING POLICY

Introduction

At Stanhope Barrington, marking and feedback are central to supporting pupils' progress and achievement. The primary purpose is to help children succeed, celebrate their efforts, and identify next steps so that they can achieve the highest possible standards. Marking also enables teachers to monitor progress and provide guidance, challenge, or extension in a timely and meaningful way.

We recognise that the most effective feedback is immediate. Therefore, our approach prioritises live marking and verbal feedback during lessons, allowing misconceptions to be addressed quickly and learning to move forward. Written marking is used selectively and purposefully. Across the school, a consistent system of marking codes ensures that feedback is accessible to pupils and manageable for teachers.

Aims

- To provide a consistent, clear system of marking and feedback across the school.
- To make feedback purposeful, timely and focused on the learning objective.
- To maximise opportunities for live marking and verbal feedback.
- To promote pupil ownership of learning through self- and peer-assessment.
- To ensure children are encouraged and take pride in their successes.
- To give children clear, achievable guidance on how to improve their work.

Guidelines

Learning Objectives and Success Criteria

- Teachers share the Learning Objective (LO) and Success Criteria (SC) at the start of lessons so that children understand what success looks like.

- The LO should be recorded at the beginning of every piece of work. SC do not need to be written in books but must be referred to in teaching and feedback.
- In Maths, Literacy, Guided Reading and GPS, specific LOs will be used.
- In subjects such as History, Geography, RE, Art/DT, Music, French and Character Development, enquiry questions will serve as LOs.

Marking

- Live marking and verbal feedback are the first response to children's work.
- Written feedback is used when it will have clear impact, such as to consolidate learning, extend thinking, or record verbal discussions.
- Teachers should use professional judgement to decide what to correct. Over-marking can discourage pupils; therefore, not all errors need to be highlighted.
- Instead of crosses, a small dot or C (Correction) should be used. Children must be given time to complete corrections at an appropriate point.

Marking codes

WTT	Working Towards Target
VF	Verbal Feedback
S	Supported by an adult
GW	Group Work

Codes are added at the end of each piece of work. Teachers may add short comments or challenge questions when appropriate.

Self-marking / Peer-marking

- Pupils regularly evaluate their own work to identify strengths and areas for improvement.
- Peer feedback (e.g. through writing partners) is used to provide an audience for learning and to encourage collaborative improvement.
- All feedback, whether self-, peer- or teacher-led, should be constructive and positive in tone.

Quality Marking

- In addition to live marking, teachers will quality mark at least one piece of Literacy per half term.
- Quality marking involves in-depth comments highlighting strengths and setting a clear, achievable improvement target.
- Dedicated time will be provided for pupils to read, discuss, and act upon quality marking.
- Targets will be reviewed with pupils and success celebrated.

Monitoring and Review

- Senior Leaders will monitor marking and feedback through book looks, lesson visits, and pupil voice.
- Feedback from monitoring will be shared with staff to ensure consistency and identify best practice.
- This policy will be reviewed annually.

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Last Reviewed: September 2025

Next Review: September 2026