Introduction

The objective of the marking policy is to ensure a consistent approach to all forms of marking throughout Kew Green Preparatory School.

Philosophy & Aims

- Marking forms an important part of assessment and is integral to future planning.
- Marking motivates children to achieve and gives guidance for their future learning.
- Pupils will know the marking symbols, which are displayed in all classrooms.
- Marking must be related to the lesson's learning objective, which has been shared with the children.
- Marking celebrates success whenever possible, and encourages all children to work to their full potential.
- To further recognise achievements best work should be shared with another teacher such as Head of Department, Head of Section or Head teacher.

Marking Procedure

1. Green ink is used, unless a pupil has severe coloured-blindness in which case a sensible alternative colour ink (not red) may be used for marking work.
2. In English, pink ink will be used to identify positive comments/achieved objectives (Tickled Pink) and green will be used to signify areas for development (Green for Growth)
3. Self & peer review (marking) is expected, where appropriate, using their purple pen (Y2 – Y6), heightening the children's awareness of the objectives.
4. Teachers need to avoid making corrections over the top of pupil work.
5. If a question is posed by a teacher, children should respond using their purple pen (Y2 – Y6).
6. In Year 1, marking will follow the EYFS strategies identified below and when appropriate children will initial or draw a smiley face to acknowledge understanding of written feedback.
7. Regular feedback will identify achievements and next steps will be identified, where appropriate, to support progress and outcome according to the lesson objective.
8. Comments must model correct grammar, punctuation and spelling.
9. All work will be marked within a week at the latest.
10. Teacher script must be legible, neat and size and style should be appropriate to the age group.
11. Handwriting should model school handwriting policy (Letter Join programme).

Positive & Improvement

1. Children must be given time to read comments and ask for explanation/clarification.
2. Children need to initial comments to acknowledge they have read the comments where appropriate and completed next steps at the start of the following week.
3. All comments should be constructive and positive, and linked to the learning objective.
4. As children progress, future learning tasks are set such as questions to extend the child's learning.

Marking Code

- Depending on age group for writing tasks, the teacher or older pupil are to scribe whole words or sentences correctly, including punctuation.
- Maths is marked with a tick. A dot shows where corrections are to be made
- Depending on the task, pick out only three specific subject focus words appropriate to the child for correction. These are then written at the bottom of the piece of work, for the child to practise three times.
- Double tick when objective achieved, for example above each 'adjective' written.
- See the Marking Poster for the symbols to be used whilst marking – the children must be encouraged to refer to the marking poster and understand the meaning of the symbols.

EYFS - Strategies

- Marking is predominantly done through verbal feedback given at the time the piece of work is in progress or complete
- Learning objective to be included on adult directed activities
- Ensure feedback reflects the learning intention of the task and individual targets so that the information is relevant to the child.
- Initial VF to signify verbal feedback has been given
- Initial to signify whether the work is child initiated (CI), adult directed (AD)
- Verbal feedback should be achievable and manageable
- Take account of any operating 'Provision Maps. IEPs and SEND targets
- If a spelling is corrected the word should be written near/ above the incorrect word in green.
- Include next steps on Tapestry Learning Journeys where appropriate
- Allow time for children to reflect on the verbal feedback and next steps given

EYFS & Lower School Marking Code: Areas of Learning Codes:

VF – Verbal Feedback given
CI – Child Initiated work
AD – Adult Directed work
WS – With Support
I – Independent work
Date AD work

It should be read in conjunction with the following documents:

- Curriculum Policy
- Subject Policies
- EYFS Policy

Reviewed by: Mark Reed (Director of Studies) Sept 2025
Review: Sept 2026

Upper School Marking Code

sp = spelling error

_ = incorrect word (check tense or meaning)

? = re-read sentence

∧ = word missed

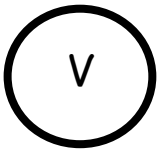
/ = new line

// = new paragraph

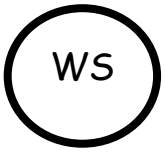
• = incorrect

✓ = correct

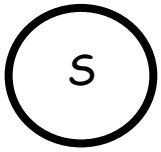
Comments Code



= Verbal feedback



= With Support



= Supply Teacher

EYFS & Lower School Marking Code

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Comments Code

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