



DEVELOPMENTAL MARKING POLICY

This Policy was electronically approved by the Governing Body on Friday 23rd March 2026

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Signed *J Howes* Chair of Governors

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Marking Policy Hampton Primary School

At Hampton Primary School, we believe that children's self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy.

Marking provides the opportunity to see how well individual children understand and apply what has been taught and should always relate to the specific focus for teaching *'The most powerful single moderator that enhances achievement is feedback'* (John Hattie)

Principles of this policy

- It has impact and enhances learning
- Is informed by research and our school's values
- All children respond
- It is manageable
- Achieves consistency across the school
- Promotes independence
- Immediate feedback is valued
- Increases children's self-esteem
- It is understood by all
- **Marking must lead to action**

Expectations

- Set clear expectations through LO and SOS. SOS should not be too prescriptive e.g use correct punctuation **not** use a capital letter at the beginning of every sentence.
- Marking both verbally and written to enhance progress should be used at every opportunity throughout the lesson – peer assessment, mini plenaries, CT and LSA focus groups and floating
- Maintain peripheral vision of learning for all groups
- **Green pen for developmental marking** towards LO and general marking ie ticks, double ticks etc
- **Red pen** for corrections, next steps and general points for up-levelling
- Children should respond to **every developmental marking comment** and feedback in **purple pen**. In year 1, teachers highlight in purple where they have corrected rather than children using purple pen.
- Teachers should allocate response to marking time for the children to reflect on their feedback
- Teachers should clarify expectations about what the children should do in the current or subsequent lesson
- Verbal feedback must be evidenced using stamps

- Stamps used every math and literacy lesson
- Planned opportunities for self and peer assessment which is evidenced in the learning
- **Quality feedback includes verbal, written, teacher assessment, peer and self assessment**

Literacy & Maths

Verbal developmental comments evidenced with stamps and should be ongoing throughout the lesson.

Written developmental marking must be evidenced at least once a week for every child, general comments daily. This can be done during CT focus groups.

All Maths work should be marked right or wrong. Ticks to be used when it is correct and the answer circled when it is not (do not write the correct answer). Children should then go back and check their work and correct it. In the case where children have got numerous questions wrong, the feedback should reflect where they are going wrong and suggest a way forward. Teachers should then provide an example of how to solve the calculation.

Literacy work should identify key areas for improvement for the child to then go back and edit according to this.

These corrections could include:

- Grammar
- Punctuation
- Spelling
- Sentence structure
- Exciting vocabulary
- Paragraphing
- Presentation etc

Catch Up, Stay Up

After maths and literacy lessons have taken place, teachers identify those children who haven't quite grasped the concept being taught and provide additional support for them the same day to ensure they can progress with their learning. This could be straight after the lesson has taken place or at a convenient time for them which fits with the timetable.

Topic

Mind maps at the beginning of every topic based knowledge and skills. Reviewed at end of topic with purple pen to demonstrate knowledge and skills acquired.

Two developmental comments termly on a topic area for every child.

Early Years

In Early Years children are constantly given verbal feedback during activities. Significant learning is evidenced in Tapestry (online journal) and where relevant next steps are

identified.

Although a substantial amount of learning is through child initiated time, teacher directed activities take place in nursery as soon as the children are ready. In the Foundation Stage children have literacy and mathematics directed activities, which will include challenges for children to address misconceptions, close gaps in learning and teach next steps with constant verbal feedback. Foundation Stage have maths and Literacy books to evidence progress in both directed and child initiated activities.

Examples of In-depth Marking

Indicate improvements (next steps)

- Change the structure of some of your sentences
- Check your use of punctuation
- Tell me how many lines of symmetry this shape has?
- Please rewrite your answers using joined hand writing
- Add in some adverbs
- Prove your answer is correct
- Make your writing more interesting by including more interesting word choices
- Give the children a next step calculation to complete
- Draw a shape for them to complete
- Write a general statement for them to complete
- Explain how you know.....
- Give me different words/synonyms you could use
- Prove that my answer is incorrect

Notes for marking spelling

- **Correction of spellings should be independent**
- Analyse children's errors. Look closely at the strategies the children are using. For example, a child using *jumpt* instead of jumped is using phonological knowledge but does not yet understand about adding *-ed* to verbs in the past tense
- Children should be trained to proof read. Get them to underline words they are unsure of **in pencil** so they can check their spellings during up-leveiling and re-editing. In FS and KS1, they may need more direction and support with spelling (see marking key)

KS1 Marking Code – Writing (KS2 highlighted to show the same practice)

Success	✓	Good (expected)
	✓ ✓	WOW words used
	😊	Fantastic work
Improvement	z	Letter formation
	○	Punctuation / capital letters
	The^ sat on the mat	Word missing
	sp becasc	Spelling error
	_____	Child identifies spelling they feel is incorrect and underlines in pencil
	//	Leave finger space
	Ⓣ	Target (e.g. . or z or WOW)
	VR (Year 1 only)	Verbal response from child written in blue by CT
	CT Focus, Independent, Verbal Feedback and Peer Assessment stamps may also be used.	

Year 1 – Please highlight in purple to show corrections have been done.

Year 2 – Children respond in purple pen to show response to developmental marking or verbal feedback

- - Model how to write the letter correctly and get the child to copy below work
- - Draw a red line above / next to the wrong letter and get child to change on the line or fill in the missing punctuation
- ^ - Ask child to say what is missing write response in blue (Year 1) or draw red line for them to write missing word on ^ with next to line. Year 2 respond in purple pen.
- sp - Model correct spelling below work and draw a red line for them to copy spelling
- // - Model on work where // finger spaces should go. Child to rewrite part of the sentence below work adding in the finger spaces
- Ⓣ - A continuous error e.g. missing full stops, same letter incorrectly written, including WOW words.
- P : child to write P next to the work to show that they peer assessed someone else's work

CT/ LSA	Date LO:	Me
✓	Achieved independently	
S	Supported	
S✓	Supported then independent	

My targets today are:					
Target 1	SA	PA	Target 2	SA	PA

	Unachieved – leave blank	
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KS1 & KS2 Marking Code – Maths

Success	✓	Good (expected)
	✓✓	WOW
	😊	Fantastic work
	EXT	Challenge
Improvement	2	Number formation
	$3 + 1 = 6$	Wrong answer
	^	Missed symbol
	VR (Yr 1 only)	Verbal response from child written in blue by CT
	<i>CT Focus, Independent, Verbal Feedback and Peer Assessment stamps may also be used.</i>	

Please tick ✓ to show corrections have been done.

○ - Wrong answer, draw a line for them to write a new answer on _____

^ - Ask child to say what is missing write response in blue

2 - Model how to write the number correctly and get the child to copy to the side of work

CT/ LSA	Date LO:
✓	Achieved independently
s	Supported
s✓	Supported then independent
	Not achieved – leave blank

Please write an 's' next to the work that has been done either as a group or with 1:1 support so we can see what work they have achieved independently.

