



St Clare's Catholic Primary School

Marking & Presentation Policy

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Marking Review – September 2023

The guiding principles that underpin our marking, feedback and presentation policy are:

It is designed to help children progress in their Learning.

It is a learning experience.

Marking is a 2-way responsive cycle between adult and child.

The ultimate aim of marking should be to develop skills of self- assessment.

Presentation is clearly modelled to promote pride in the work that is achieved. Work that is stuck in needs to be neatly trimmed and stuck in straight without any overhang.

Full dates are written and Learning Outcomes which are underlined with a ruler in KS2. This is in all subjects apart from Maths where the short date is used.

What are the core elements of our marking and feedback policy?

Where possible, we will give children verbal feedback and record symbols from the Marking policy comments during a lesson or guided session. Where this is not practical we will mark the work before we return it to the children.

Teachers, students and LSAs use an agreed set of symbols in the margin of a book to signify to the children what improvement they need to make. It is the responsibility of the children in KS2 to identify where in the line of writing the improvement should be made. In KS1 the symbol will be placed at the start of the mistake to help children to identify it.

Teachers use green pen to write comments to the children, students write in black and LSAs write in blue. Children should use a Purple Pen in KS2, or purple pencil in KS1, to edit and improve as a lesson progresses, as well as at the end or in the next lesson.

When we are 'Focus Marking', a positive comment and a further next steps comment will be added to encourage and develop learning.

Comments read by the children should be initialled and responded to in purple pen where necessary in KS2. In KS1 the children use purple pencil to respond

Where a child has attempted to spell a more interesting word they should identify this with a ... under the attempt in KS1. In KS2 the children need to attempt to spell the word 3 times in the margin using known spelling patterns and phonics knowledge. The class teacher will pick out 3 spellings to work on and the child then must practise these on the same page.

How often should we mark?

All work to be marked but the class teacher will use professional judgment on next steps. All children should have a next step at least every week.

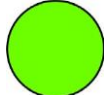
Focused marking will be evident in children's books when appropriate. The teacher will use his/her professional judgment when giving feedback.

As a guide there should be 2x focus marking a week, 2x lighter marking and 1 x self or peer marking. Each child should be given verbal feedback in class (VF) as often as possible.

KS 1 Marking Symbols	
Sp	Spelling – Just before the word to identify it and corrected underneath the work or in the margin
Aa	Use of capital letters when it should be lowercase or vice versa
P	Missing punctuation
VF	Verbal feedback with indication of what was discussed e.g. VF Aa or VF partitioning
	Does it make sense?
WS	With support
GW	Group work
I	Use this to show where the child has moved from WS or GW to working independently
	Finger spaces
	Check this- maths
	Positive comment
	Wish- next step

LO	Achieved marked on the LO with a green highlighter Supported / partially achieved- LO marked in orange highlighter Not yet understood
LO	
LO	

KEY STAGE 2 SYMBOLS

KS 2 Marking Symbols	
Sp	Underlined and corrections to be completed at the bottom of page, and or attempt to spell the word 3 times in the margin using known spelling patterns and phonics knowledge where the child is able. The class teacher will pick out 3 spellings to work on and the child then must practise these on the same page.
Aa	Use of capital letters when it should be lowercase or vice versa
P	Missing punctuation
	New paragraph
VF	Verbal feedback with indication of what was discussed e.g. VF Aa or VF partitioning
	Does it make sense?
WS	With support
GW	Group work
	Positive comment
	Next steps to improve work. Professional judgment (some children their next step will be corrections but a next step should move the children's learning on and could be a question to consolidate the LO)

✓	Correct – marked in green pen
LO	Achieved marked on the LO with a green highlighter
LO	Supported / partially achieved- LO marked in orange highlighter
LO	Not yet understood