



Marking Policy (English)

Purpose of the Policy

This marking policy is designed to ensure consistency in the way English work is marked across the school. It aims to:

- Support pupils in developing basic writing skills (skills for life).
- Provide clear, specific feedback linked to learning objectives and individual targets
- Encourage pride and progress in writing
- Raise standards in writing through clear and purposeful feedback
- Promote **independence**, **reflection**, and **ownership** of learning
- Encourage **celebration of success** and **targeted improvement**

Core Principles

1. **Marking must be specific and purposeful**, focusing on the learning objective (LO) and individual writing targets.
2. Teachers should give clear feedback that:
 - Celebrates success
 - Identifies areas for improvement
 - Encourages independent correction and reflection
3. **Marking should focus on writing skills for life** including:
 - Basic punctuation (capital letters, full stops, question/exclamation marks)
 - Age or ability appropriate spellings (an appropriate amount formed from teacher judgement)
 - Grammar and sentence structure
 - Grammatical features covered (age appropriate)
 - Paragraphing (KS2)
 - Handwriting and presentation

Colour-Coded Highlighting System

To ensure marking is **visual**, **consistent**, and **child-friendly**, all staff will use the following highlighting system in English books:

☐ **Green Highlighting – "Great!"**

- Used to show **successful examples** in the pupil's work
- Highlights parts of the writing that:
 - Meet the **learning objective**
 - Show progress towards or achievement of **individual targets**



- Demonstrate effective word choice, sentence structure, punctuation, or grammar appropriate to the writing task.

Pink Highlighting – "Think!"

- Used to indicate **errors** or areas for **self-correction**
- Focus is on **basic skills** the child is expected to know or apply independently, such as:
 - Missing capital letters or full stops
 - Common spelling mistakes (high-frequency words or current spelling focus)
 - Incorrect verb tense
 - Grammar that has been taught

Children will be expected to **edit and correct pink-highlighted sections** within the lesson or during reflection time.

Live Marking

Live marking refers to marking that takes place **during the lesson**, while the children are writing.

- It allows teachers to give **instant feedback** and make corrections in real time.
- It helps **catch misunderstandings early**, before they become embedded.
- It supports **independent learning**, encouraging children to take responsibility for improving their work immediately.

How to use live marking effectively:

- The teacher moves around the classroom during independent writing time, checking work as pupils write.
- Green and pink highlighting can be used **live** to:
 - Praise and reinforce good use of the learning objective or individual writing targets.
 - Prompt correction of punctuation or spelling.

Pupil response:

- Pupils should be trained to respond immediately to live marking.
- Responses may include:
 - Correcting pink-highlighted errors
 - Improving a sentence based on teacher prompt
 - Adding detail or vocabulary to strengthen their writing



Live marking may also include mini conferences with pupils for more in-depth support or group feedback pauses where the whole class is shown a strong example or common mistake to support learning.

Pupil Response and Editing

- Children should be given time to **respond to marking**, either during lessons or during dedicated editing sessions.
- Teachers may use **simple symbols or questions** in the margin to guide correction (e.g. ^ for missing word, ? for unclear meaning).

Teacher Annotations

Where appropriate, teachers may add:

- A specific positive comment about a pupil's piece of work.
- A brief comment or prompt to encourage deeper thinking or a next step.
- A target or reminder linked to their individual writing goals.

Timelines of Marking

- English work should be marked **promptly** – ideally **before the next lesson** – to ensure feedback is relevant and actionable. This is especially important during the modelled writing phase.
- Written or highlighted feedback should be used in conjunction with **modelled examples, shared editing**, and **peer/self-assessment** where appropriate.

Monitoring and Review

- SLT and English subject leaders will regularly review marking during book looks and learning walks.
- The marking policy will be reviewed annually to ensure it continues to meet the needs of pupils and staff