



The Milford Academy

Marking Policy

Document Information			
School:	The Milford Academy	Version Date:	Spring 2026
Approved by: (if applicable)	Governing Body	Owner:	J Turner
Approval Date:	January 2026	Next Review Date:	Spring 2027

The Milford Academy Marking Policy 2025/2026

Introduction

At 'The Milford Academy' we want all children to make good to outstanding progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognizing and achieving their potential. The following policy outlines our key approaches to marking that ensure the teachers and the children at Milford achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims and objectives

- To improve the quality of work and raise standards.
- To indicate to children what they need to do in order to improve.
- To celebrate and value the children's achievements.
- To motivate children to apply further effort and give them the confidence to progress.
- To show children and parents what is valued and to reinforce expectations.
- To inform children about their progress and challenge their learning.
- To inform future planning.

Marking and Feedback in Practice

At 'The Milford Academy', every child's work should be checked and acknowledged daily. This level of marking is to inform teachers of the next steps for their planning and teaching and for children to realise their own next steps to make progress. Live marking is encouraged as much as possible, to reduce the workload on teachers and support staff.

Verbal Feedback

Often the most effective marking is completed with the children, providing immediate feedback and next steps for learning.

If a teacher has supported a child, the teacher writes a (T)

If a teaching assistant has supported, please used a (TA)

There is no expectation to use the V code when verbal feedback is being given

Assessing the learning objective

At the end of the lesson, staff assess the learning objective by highlighting in green next to the LO if a child has achieved the LO. If they have not, it is to be highlighted yellow. **This highlighting will be in all sessions.**

e.g.

LO: to multiply by 10,100 and 1000

LO: to multiply by 10,100 and 1000

Comments and Next Steps

Once a week in Maths and English, the class teacher will provide written feedback, with a clear next step. This will be either cementing the learning from the previous session, or developing the learning further.

In foundation subjects, there is no expectation to mark beyond acknowledging the children's work and using motivational marking where appropriate.

Next steps comments aim to help children to 'close the gap' in their learning/understanding. These could be through the use of prompts. See appendix for examples. Teachers use an → to show a 'next step'. Teachers ensure that next steps are monitored to avoid repetition. They look for evidence of children's progress throughout the subsequent pieces of work and comment on this.

Next step marking in F2 and Y1 will be largely tricky word spelling, letter formation and number formation until summer term in Y1. Some children may develop quicker than this, which is why marking should always reflect the age and stage of the child

There is no requirement for teachers to write comments of praise. They can do so if they wish, but stickers could be used and are appropriate for age and level of progress made. Most children will not read a paragraph of response, and would be happy to see the 'Well done' with a sticker. This is what we consider as motivational marking.

Teacher's comments reflect the age of the children and are appropriate to the ability of the child.

Responding to marking

Children are given time at the start of or within the next lesson to read their comments. Children are expected to write a response; the teacher then checks this the following lesson or during the lesson to ensure understanding. Any responses or marking done by a child should be done in green pen.

Marking Procedures

- A red pen is used by teachers
- A green pen is used by students to self-assess, correct or respond to marking
- In maths lessons, incorrect answers are marked with a dot and children are expected to attempt the question again next to the dot. The teacher will then mark this to check the child's understanding.
- Spelling errors will be marked across the curriculum. This is done proportionally according to the individual child's age and ability in spelling. Spelling errors are underlined and the correct spelling is written above the word. A next step target is set for spelling errors by writing sp x 3
- Teachers use the children's errors in spelling to inform their teaching of spelling and to set spelling activities for homework.
- We expect teachers to promote, model and maintain high standards in spelling, grammar and punctuation throughout their marking. It is also expected that all teachers follow the school's handwriting policy.

Examples of written feedback in English lessons

Put a semicolon in the sentence below:

The adventurer ran without looking back they were close to capturing her and she knew it.

Can you move the subordinate clause in your sentence?

Can you add an adjective to describe the castle?

Find three examples of tension in this text.

Up level three adverbs in your piece of writing to build more tension.

Why did the author choose to use '.....' instead of '.....'?

Add parenthesis into your writing (see the example below)

Examples of written feedback in Maths lessons

Next steps...

Solve these-

$$4/5 \times 6/7 =$$

$$8/9 \times 3/5 =$$

Next steps...

Tim says " $4/5 \times 3/4 = 2/5$."

Explain why Tim is incorrect and write the correct answer

