



UNLOCKING YOUR
CHILD'S POTENTIAL

“Marking Policy”

Agreed by Governing Body: 21.10.15.



Consistently high quality marking and constructive feedback ensure that students make accelerated progress.

Marking and providing constructive feedback is critical to support progress. It helps improve learning, recognises achievement, and provides encouragement and feedback. Marking enables staff to assess understanding, support planning and check prior learning. Marking will be regularly audited by SLT/HOFs and externally by our SIA.

Marking has 3 stages. These are outlined below:

Full Feedback	Guidance Marking	Checking
<ul style="list-style-type: none"> • Full feedback is given on every 3rd piece or every 3 weeks, whichever is sooner. • Marking should have impact on the pupil's learning and should be linked to success criteria. • Pupils should be aware of their current level/grade or what they are working towards and use it as a measure of progress. • Full feedback should be constructive. It should provide opportunities for progressing understanding either by using questioning or a request for a pupil to extend their thinking further. This should form a dialogue between teacher and pupil. • There should be evidence of the pupil's response in their work e.g. further development of their work and acknowledgement by the teacher or responding to questions/improving their work (a dialogue). • Feedback should be provided during the development of the work i.e. interim marking and not just with the final piece, in order to allow pupils to progress further and develop dialogue throughout a longer task. • Staff should ensure pupils have sufficient planned time to respond to feedback, in or indicated in pink pen (directed instruction and reflection). Pupils may also set their own targets. • Staff should check pupil's responses and follow up as required. 	<ul style="list-style-type: none"> • Other work is marked by the teacher, (or sometimes peer marked), to ensure work is completed, support progress and ensure standards are maintained including literacy. • Work should be graded or levelled. • Marking should include acknowledgement of what has been done well and a focused area to improve e.g. in the 2 stars and a wish format or WWW/EBI. These points should mainly focus on the learning. • Pink pen is used by the pupil to identify areas to improve and improvements. 	<ul style="list-style-type: none"> • Occasionally work only requires a quick check by the teacher • Codes below should still be used. • Literacy errors should still be marked and followed up. • Housepoints and general comments should still be given.



Further Essentials

1. All marking should be completed in green pen by the teacher.
2. High standards should be recognised and rewarded e.g. with house points.
2. Practical subjects should look for other ways to record feedback which could also act as a reflective tool for the pupil e.g. a verbal feedback sheet or a stamp.
3. Marking should also support the Federation's drive on standards of literacy, encouraging high standards and using the common codes below to indicate actions by pupils. Pupils will have a summary copy of the codes (and marking entitlement) available in their planners. Pupils should be expected to rectify mistakes during the directed instruction and reflection sessions e.g. spellings written out.
4. Staff should ensure that standards of presentation are good and maintained throughout pupil's work.
5. Individual departments and BTEC courses will have individual appendix to the school policy to suit their needs.

Code	Use
Sp	Spelling – to indicate a spelling error in work. Key words in particular should always be identified
Pu	Punctuation error
G	Grammar error
//	Paragraphing needed
✓	A good point or a scorable point
HP/ M	House point/merit
T	Target
?	Question to respond to
EV	Supporting quote or evidence needed
FD	Further development needed (guidance given)