



# Marking Policy

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<b>Signed: Head Teacher</b>	_____
<b>Chair of IEB</b>	_____

## **Marking Policy**

The marking policy exists to ensure that students have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

### **Aims**

- To ensure students progress, know their achievements and what they need to do next;
- To ensure planning is amended in order that the teaching and learning meets the needs of all students;
- To have a consistent approach across the school;
- To provide clarity for parents/carers, SLT and teachers in gaining an overview of student progress and achievements.

### **Principles**

We recognise that verbal feedback is often the most effective way of ensuring our students understand what they have achieved and what they need to do next and, where possible, this should be a principle upheld in practice by all teachers.

We endorse the following principles of effective marking and feedback:

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and students that addresses errors and misconceptions at an early stage;
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets;
- Written feedback should be in a distinct colour and be initialled and dated by the adult;
- Teachers should look for strengths before identifying improvements when marking work. Strengths should be identified using What Went Well (WWW) and areas for improvements should be identified (Target);
- Where possible, students should be encouraged to mark, self-evaluate and peer assess;
- Feedback and marking practice and procedures should be in keeping with the school policy on assessment (see assessment policy);
- The outcome of marking should be used to inform teachers' judgements concerning student progress and to inform teacher records and reports;
- Stakeholders should have the school's marking and feedback procedures explained clearly to them;
- Marking and feedback practices should be manageable.

## **Monitoring and Evaluation**

Monitoring of marking will be undertaken by SLT and Learning Managers using the following criteria:

- Work is marked regularly;
- Marking reflects learning outcomes;
- Marking makes use of an agreed code, which is displayed in each classroom;
- Comments are supportive;
- Comments are developmental (mainly verbal);
- Students have time to reflect on marking and to make corrections;
- Students understand the marking code and can locate it in their classroom;
- Parents/carers understand the marking code and procedures;
- Marking practice reflects this policy.