**MARKING POLICY**

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| Date reviewed | September 2025 |
| Reviewed by | Rashta Bibi |
| Approved by | AA/FP |
| Planned Review date | September 2026 |

This policy gives guidance to staff on the purpose, types and frequency of marking.

**Aims**

All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

**Purpose of marking**

The main purpose of marking should be:

* to help pupils make progress
* to identify strengths and areas for development (targets)
* to show pupils how to improve
* to value/acknowledge pupils’ work
* to inform the teacher of a child’s progress and needs for future planning.
* to provide feedback about current work.
* to allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

**Marking Guidelines & Frequency**

* Individual pupil targets based on prior attainment and available benchmarking data, e.g. SATs tests/ baseline assessments must be shown clearly on the front of exercise books
* In general, pupils’ work (both classwork and homework) must be marked as follows:
  + where there is only one lesson a week, books must be marked twice every half term
  + where there are two lessons a week, books must be marked at least once every three weeks
  + where there are three or more lessons per week, books must be marked every three weeks
  + marking must be signed and dated
  + effort grading sticker must be given
* Presentation, spelling, punctuation and grammar should be corrected when appropriate. It is important to mark for literacy, but this does not necessarily mean highlighting every mistake, as this can be demotivating
* Where pupils have marked their own work or that of another pupil, the teacher must check that this is accurate and acknowledge the relevant pages, making amendments as necessary.
* Peer assessment involves more than merely checking a pupil’s work from a given answer sheet, and requires the marker to assess the work independently according to known criteria.
* Feedback (including peer assessment) should include suggestions for the next steps for improvement
* Time should be given for pupils to respond to feedback and ask questions for clarification. This could involve whole class teaching where there are common misconceptions.
* Feedback should not give the complete correction but instead give scaffolding so pupils can build the correct response for themselves.
* Feedback should be specific and constructive - it is essential that pupils feel confident that improvement is possible.
* Unless the work is of an exceptionally poor standard, feedback should always begin with highlighting the positive and be followed with constructive next steps.
* Merits should be awarded as a way of motivation for pupils good work and/ or improvement

**Marking Codes**

* All marking will be in accordance to the Marking Code Poster which will be displayed in each classroom.

**Literacy Standard**

* All teachers to understand that they are teachers of literacy, no matter what subject they teach.
* Teachers are required to look out for the quality of literacy across all subjects and are expected to amend any literacy mistakes a pupil may make, but this does not necessarily mean highlighting every single mistake, as this can be demotivating
* This will include sentence structure, spelling, grammar, punctuation and handwriting.

**Mathematics and English**

* The teacher will mark students’ books according to the Marking Guidelines & Frequency above
* Students will be assessed apart from this weekly by way of a short test on the objectives covered that week. This will enable timely intervention should it be required.
* Teachers will keep an overview of peer or group marking. This again will enable timely intervention if required.

**Monitoring of Marking**

* It is the responsibility of each individual teacher to ensure that marking is completed promptly, as laid down in the whole school policy.
* The SLT are responsible for regularly checking that pupils’ work is marked in line with the school policy.

**Explanation of effort grades**

1. Excellent - Work (including presentation) has been completed to the very best of the pupil’s ability
2. A good level of effort is evident in the work produced
3. Satisfactory effort but clearly not the pupil’s best work
4. Poor – work is incomplete, rushed or indicates little care has been taken.

**Marking Code**

Marking will be carried out in accordance with the marking policy. The following are explanations of the marking code to be used.

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| ✓ | Correct – good point – well written |
| 🗶 | Incorrect – wrong point |
| **sp** | Spelling mistake |
| **?** | This does not make sense |
| **^** | You need to add a word |
| **“** | You need to start a new paragraph |
| **T** | Target (in order for you to improve you need to…) |
|  | Great thinking |
|  | Peer marking in green pen |