

Marking Policy

Policy Approved by: Lynne Duffy (Head Teacher)
Policy Reviewed: February 2025
Next Review Due: February 2026

Contents

1. Purpose of the Marking Policy:.....	1
2. Principles of Effective Marking:	1
3. Methods of Marking:.....	2
4. Frequency and Timeliness of Marking:	2
5. Responsibility for Marking:.....	3
6. Workload and Well-Being:.....	3
7. Monitoring and Evaluating the Policy:.....	3

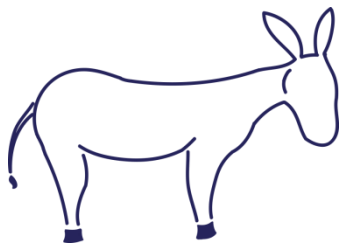
1. Purpose of the Marking Policy:

1.1 Aims of Marking

- To support pupil progress by providing meaningful, manageable, and motivating feedback.
- To identify next steps for learning and promote self-regulation and independence.
- To ensure consistency in marking approaches across the school, ensuring clarity for staff, pupils, and parents.
- To monitor pupils' understanding and progress effectively.
- All marking should be purposeful and time-efficient, with no unnecessary or excessive marking required.
- To demonstrate that we are marking SKEG and NCFE folders and past papers in line with awarding body guidance.

2. Principles of Effective Marking:

- Marking is one element of effective feedback, alongside verbal feedback, peer feedback, and self-assessment.
- Feedback should be specific, accurate, and clear.
- Feedback should encourage and promote pupil ownership of their learning.
- Differentiated marking will be used to meet diverse pupil needs.



3. Methods of Marking:

3.1 Types of Marking

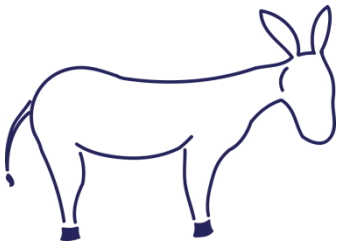
- **Oral Feedback:** Encouraged as an immediate and interactive form of feedback, particularly in younger year groups.
- **Self-Assessment and Peer-Assessment:** Pupils assess their own work or that of their peers against clear success criteria.
- **Selective Marking:** Focus on marking key pieces of work or aspects of an assignment, rather than correcting every error.

3.2 Marking Codes

All Students	
✓	Correct
. (Dot)	Incorrect/try again
VF	Verbal feedback given
S	Supported work (adult to indicate level of adult support)
Scribe	Indicate when adult has scribed for the student.
	To highlight good work to the student.
Younger Students or less confident writers	
	Line used to underline a maximum of three spelling mistakes to the student. (The line enables them to see the frequency that they have got it incorrect in a piece of work).
	To indicate written feedback on good work to the student.
	To indicate the next step they are working on to the student.
Older Students or more confident writers	
SP	Spelling error
G	Grammar error
P	Punctuation
//	New paragraph needed

4. Frequency and Timeliness of Marking:

- Where possible live mark with the students – this enables instant feedback to be given to the student at a relevant time for them to take it on board.
- All work handed in to be marked and returned before the next lesson.
- Feedback given either by teacher, or TA in study/progress ladders time as appropriate.
- Half termly folder trawls to ensure all work is completed, marked and up to date.



5. Responsibility for Marking:

- Primarily subject teachers. TAs may mark Progress ladders work but this should be handed in for checking so that the ladders can be signed off. TAs to record if the work was supported and if they acted as a scribe.

6. Workload and Well-Being:

- We should aim for high-impact teaching practices rather than excessive marking.
- Marking at Gloverspiece tends not to be not overly onerous as fewer pieces of extended written work are produced here than in mainstream schools.

7. Monitoring and Evaluating the Policy:

- Teachers and SLT.
- To be reviewed annually.