



Responsible officer: Headteacher
Responsible Committee: Curriculum Committee

Date of last review: November 2021
Date of next review: November 2023

1. Introduction

To ensure that all pupils have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem, provide opportunities for self-assessment and help inform target setting.

2. Principles

- Marking of pupils' work can have different purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible teachers should provide individual verbal feedback to pupils.
- Where appropriate a brief written formative comment, positive and constructive, should be made on the work.
- The marking of pupils' work, either written or verbal, should be timely and pupils should be given the opportunity to reflect on this feedback as soon after completion as possible.
- With appropriate support, pupils should be given the opportunity to take ownership of commenting on and editing their own work.
- Marking should not confuse attainment with achievement. The emphasis in marking should be on a pupil's achievement/progress.
- Marking should be linked to learning outcomes and inform future planning and teacher judgement about pupil's progress
- Marking procedures and marking standards should be consistently applied across the key stages/school (see marking code).
- Pupils should, where possible, have access to the marking criteria and understand the meaning of the marks/marking they receive (see marking code).
- Parents should have the school's marking procedures explained clearly to them via the school website.
- Marking practices and procedures should be in keeping with the school's overall policy on Assessment, Recording and Reporting Achievement with particular attention paid to Assessment for Learning (AfL) strategies.

3. Monitoring and evaluation

Scrutinies of pupil's work and the marking of it will be completed by the SLT on a termly basis and/or subject leaders to monitor the implementation of this policy.

Feedback to staff both individually and as a whole in meetings.

Feedback to the Curriculum Committee and Full Governing Body meetings

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	November 2014	First version finalised
1.2	March 2017	Review
1.3	June 2019	Review
1.4	November 2021	Review

The Heights - Marking Codes	
I went to the park. or I went to the park. ✓	Good work
10+2= or 10+2= ●	Oops - check this!
I went to the beautiful park.	You've excelled!
Purple fix pens	Improving work from feedback
?	Please check this. Does it make sense?
I went for to the park.	Not needed
//	New paragraph needed
I went the park. ^	Missing word
I wnt to the park. or I <u>wnt</u> to the park.	Spelling error - rewrite using correct spelling (given by the teacher)
I went to the park ○	Punctuation missing or a punctuation error
VF	Verbal feedback given
T	Teacher (support)
TA	TA (support)
I	Independent