



# HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

## Effective Marking Policy

### **Introduction**

At Holton Sleaford Independent School, marking is an important part of the assessment process and reflects the academic aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image and increase pupil independence in learning. The marking policy supports the school's 'Equality and Diversity' policy.

We believe that the way work is marked can make or break the essential dialogue between teacher and learner: this is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help students to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning, and which enhances student's learning.

### **Effective marking should:**

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria in each lesson
- Give students specific praise for the success in their work, showing it is valued
- Give students clear strategies on how they can improve their work
- Be manageable for the teaching team
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work

Although excellent teaching and assessment are central to student's high attainment, not all pieces of work can be marked in depth. **Marking must be carried out at least once every two weeks.** The marker should complete a 'Progress Feedback Form' that will reference all the work since the last form was submitted.

### **Monitoring**

Marking should be regularly scrutinised, and books will be part of both lesson observations and learning walks by the SLT.

### **Quality Marking**

This involves:

- Reading the entire piece of work
- Assessing the work against the learning objective and the success criteria
- Making positive comments about some elements of the work
- Finding areas for improvement or offering extension tasks

### **Student Feedback**

Students will be allocated time to read and respond to the written feedback the teacher has provided. Students should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Students should be expected to respond to the written feedback, either by correcting a mistake or by writing a reply. When a student has responded to feedback, teachers should initial their feedback to acknowledge their comments.

### **Self-Evaluation**

All students should be reminded to self-evaluate against success criteria.

### **Basic Marking**

- Teachers to mark with a green pen
- The learning objective and date will be at the top of all pieces of work
- Verbal comments during lessons
- Assessing against the learning objective and success criteria
- Use the codes to mark, comments to be added to the 'Progress Feedback Form'

## Marking Codes

Code	Meaning
<b>SPAG</b>	Highlights an issue with the spelling, punctuation, or grammar that the student has used.
<b>P</b>	Highlights an issue with the student's presentation of their work.
<b>SK</b>	Highlights an issue with the student's knowledge of the subject.

Additional marking codes for lower school pupils can be found in Appendix 1.

## Progress Feedback Form

When marking, teachers must use the 'Progress Feedback Form' and insert it into the student's folder at the related point.







Progress Feedback Form



Date:	Marker:
Spelling, Punctuation and Grammar (SPAG):	
Subject Knowledge (SK):	
Presentation (P):	
Overall Feedback:	
Student Reflection:	

<u>Written by...</u>	<u>Mike Whatton</u>	<u>17/11/25</u>
<u>Approved by...</u>	<u>Daniel Laughton</u>	<u>17/11/25</u>
<u>Signed...</u>		
<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>17/11/26</u>

## Appendix 1 – Lower School Marking Symbols

	<p>'SINGLE TICK'</p> <p>A single tick next to the <b>Learning Objective</b> indicates that the learning objective is <b>PARTIALLY</b> achieved. A next step <b>MUST</b> be visible in books</p>
	<p>'DOUBLE TICK'</p> <p>A double tick next to the <b>Learning Objective</b> indicates that the Learning Objectives has been fully achieved. A next step would <b>NOT BE EXPECTED</b> but <b>COULD</b> still be visible.</p>
	<p>'NEXT STEPS'</p> <p>Steps indicate to the pupil that there is an extension to their learning. This <b>MUST</b> be an extension to their learning and <b>MUST</b> be after their initial work.</p>
	<p>'TAKE A LOOK'</p> <p>The eyeball indicates that there is an error in the pupils' work and should be drawn next to the error. The pupil <b>MUST</b> then, using a purple pen, respond to the error.</p>
	<p>'VERBAL FEEDBACK'</p> <p>A 'vf' should be written during marking, where VERBAL FEEDBACK has been given. Next to the 'vf' one or two words should be written to indicate what the verbal feedback was.</p> <p>For example: 'vf handwriting' would be written if some feedback on handwriting has been given Or 'vf 1 digit per box' if numbers were not written correctly in Maths.</p>
	<p>'Support'</p> <p>An 'S' circled indicates a pupil received significant support during the lessons and/or part of the lesson.</p> <p>If the support was constant, the 'S' <b>MUST</b> be indicated next to the Learning Objective. If it</p>

	was for a single questions or part of a lesson, an 'S' <b>MUST</b> be written next to the specific part.
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