Policy No: 87.03

Policy and Procedure on

Marking

Great Dunmow School

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Approval Date	Jan 2015
Next Review Date	September 2026
Version No	2
Policy Level	Education
Staff Groups Affected	All Staff

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1. Monitoring and Review

1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above, or

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earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.2. The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:
CaGibbs
Carrie-Ann Gibbs
Headteacher
September 2025

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location	this is a generic term which means the Children's Home/school/college. Great Dunmow School is a school.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Great Dunmow School we have young people attending between the ages of 11-18.
Service Head / Head of Service	This is the senior person with overall responsibility for the Location. At Great Dunmow School this is the Executive Headteacher who is Tonia Lewis.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Great Dunmow School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Legal Status:

3.1. Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations 2013

4. Applies to:

4.1. Whole Establishment

4.2. To be read with:

- Curriculum Policy
- Differentiation Policy
- Special Educational Needs Policy
- Appendix 1- Marking Symbols

5. Introduction

5.1. This document is a statement of aims, principles and strategies for Marking at Great Dunmow School. The purpose of this policy is to ensure a consistent approach throughout the whole Establishment. The marking policy was developed and agreed by the whole staff.

5.2. The implementation of the policy is the responsibility of the Head of Service in conjunction with colleagues.

6. Aims

6.1. To establish a broad, consistent approach to the way learner's work is marked, so that pupils feel valued and have a clear understanding of how well they are doing. Marking will help pupils to improve their work and will inform teacher planning and monitoring.

6.2. We aim to:-

- assess children's work in a positive manner reflecting the ethos of the Establishment with Individuals present as far as possible;
- mark written work regularly and return or give feedback quickly;
- mark work consistently in ways which highlight strengths and shortcomings, using approaches which are understood by Individuals and parents using the approach of 'What Went Well, Even Better If and Action Points.' Spellings and Grammar will be supported also through this;
- provide helpful and constructive feedback to Individuals so that their needs are identified and, where appropriate, discuss with them what they find difficult;
- recognise achievements giving encouragement and building confidence;
- focus on particular aspects of work at different times rather than correcting every mistake which is disheartening. Individuals will need to understand what aspects of their work will be the focus of marking linked with the learning intention;
- comment specifically on the next step for learning at the end of each piece of work and where appropriate in other curriculum areas. The aim should be to summarise achievement and to set a further target which will link to the learning objective;
- make links to previous work where possible;
- provide a basis both for summative and for formative assessment;
- when giving a grade or mark, Individuals should clearly understand what this means;
- encourage Individuals to proof-read and check each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation;

- plan for and give Individuals time to respond to marking by editing a section of work, make amendments or extend a piece of work;
- assure Individuals that we value their work, and to motivate them;
- assess each individual's work, to identify problems and to help us to plan for the future;
- communicate regularly with Individuals about their individual progress;
- inform the next step in an Individual's learning review;
- assist Individuals by setting clear targets to focus on aspects of their work which need further development;
- motivate Individuals to further effort by praising or celebrating current achievements and raising self-esteem;
- use marking to provide teachers with feedback of how well the Individuals have understood the current work, so as to assist in forward planning;
- enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments;
- inform individual, class and whole Establishment assessment and planning;
- promote high quality work;
- develop clarity of purpose;
- evaluate quality of teaching and learning;
- encourage reflection and self-improvement.

7. Principles

7.1. "Assessment for learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there." J. Rowe, 2007. Marking and feedback in our Establishment will be consistent with the principles of Assessment for Learning (AfL), being:

- Focused on pupil learning
- Based on shared learning objectives
- Periodically and selectively given
- Positive in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self-assessment skills
- Informing future planning and thereby support individual 'target getting'

8. Strategies

8.1. To plan for good learning teachers need to be aware of areas of weakness in pupil learning, as well as what pupils already know and understand. The identification of curricular targets and base lining supports this.

8.2. Curricular targets – identified from a range of sources, curriculum targets identify typical areas of weakness in pupils' learning, and become a focus for improvement.

8.3. Base lining – at the start of a new unit of work teachers should ascertain what pupils specifically already know and understand. Together this knowledge it will inform the identification of curricular targets objectives for whole year groups, classes, sets or even individuals, and more specifically the planning of learning objectives and learning outcomes by teachers. To support learning pupils need to know in advance what they are learning, what they will be expected to

do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

8.4. Learning objectives – broad learning objectives will be shared with pupils. These will focus on the learning e.g., on what pupils "will know" and "be able to do …" by the end of the learning process. They will be expressed in such a way that they are accessible to all and could be summed up as "We are learning to…" (WALT) .

8.5. Learning outcomes – will also be shared. These will focus on what the pupils will be doing, making or producing, this might usefully be summed up as "What I am looking for… "(WILF) or a teacher preferred alternative. Objectives and outcomes may also be combined e.g. "We are learning to….. by……"

8.6. Success criteria – the marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessment.

8.7. These criteria may be generated in conjunction with the pupils or by the teacher as appropriate.

8.8. Modelling – before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved

8.9. Marking and feedback should:

- Focus on 'What Went Well and Even Better If..' (WWW/EBI), ensure 'Action Points' in place to help the learner develop further;
- be manageable for the teaching team and accessible to the Individuals;
- relate to the learning intention;
- involve the teaching team working with the Individuals;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for Individuals to read, reflect and respond to marking where appropriate;
- respond to individual learning needs taking opportunities to mark face-to-face where appropriate;
- inform future planning;
- ultimately be seen by Individuals as a positive approach to improving their learning;
- provide clear feedback to pupils about the strengths and weaknesses in their work and the next steps they need to take;
- provide a record of pupil's progress;
- encourage pupils to strive to improve by giving help, encouragement and constructive comments;
- direct pupils to what they need to do to improve their work;
- help parents/ carers understand strengths and weaknesses in their Individuals' work.

8.10. The degree of maturity and ability of the Individual will affect the form and nature of marking. We mark not only to correct errors but also to celebrate successes and point a way forward. It is especially important that we have a consistent approach to how we mark Individuals' work throughout the Establishment.

8.11. Marking may be done by:

- teacher alone;
- teacher alongside Individual;
- Individual alone;
- other Individuals;
- whole class review.

Guidelines for Marking

8.12. Staff mark all subjects in **green ink** for WWW, **orange** ink for EBI and Action Points. Self-marking students will mark in **purple ink**.

8.13. Where a member of the teaching team other than the class teacher has been involved in the Individual's learning, the work should be initialled and commented on where appropriate.

8.14. Symbols used for correcting work are consistent throughout the Establishment. Please refer to Appendix 1 for an overview of these.

8.15. All pupils' work should be collected in regularly and marked within one week. However, in some cases, notably ongoing projects or independent enquiry work, weekly marking may be verbal with written marking at the culmination of the task.

8.16. Not all mistakes will be corrected. These may be subject specific. Corrections within a piece of work should be neat and legible. Remarks should be in the margin, with final comments at the end of the piece.

8.17. If a mark, level or grade is included as part of the marking to be shared with the pupil, they must have a clear understanding of what it implies.

8.18. Time should be allowed for pupils to read comments and scores. They should have time to discuss the feedback when the work is returned.

8.19. The work of pupils with Specific Learning Difficulties should be marked in accordance with their IEP. There should be some indication of the amount of support given.

8.20. Work should be treated with respect. When many errors are made, marking should be selective or dealt with through discussion. Harsh criticism should be avoided. Requests for further action should be followed up within one week.

8.21. Learning milestones – not all marking can or should be marked in detail. Within each unit of work the Establishment will identify a finite number of key pieces of work for more in depth, quality marking. A minimum of six such pieces will be identified by foundation subjects over the course of a year, though core subjects would probably need to identify additional opportunities for quality marking to take place.

8.22. These pieces of work will focus on the assessment of progress in relation to specific learning objectives or if required curricular target/s.

8.23. Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupil "what they have done well" and "what they need to do to improve" - 'WWW/EBI.'

8.24. Comments will be positive and subject specific. Linking words such as BUT are best avoided. "Even better if…" (EBI), is a more helpful way of focusing teacher and pupil feedback.

8.25. Light touch/"tick and flick" marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand along-side whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as well as the use of an effort grade, ticks, simple marks (10/10), stickers, initials, and/or brief attainment based comments. Formative marking – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type

of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time.

8.26. Comments: These should be positive, highlighting the Individual's strengths. Comments should include advice on how to improve and targets may be set. They serve as a record for the Individual, teacher and parent (and outside agencies such as an Ed Psych. if needed).

Oral responses to Individuals' work

8.27. It is important for all Individuals to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas.

Summative Feedback / marking

8.28. This is associated with closed tasks or exercises where the answer is either right or wrong. The Individuals, as a class or in groups, can also mark this.

Formative feedback marking

8.29. Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Making our marking effective

8.30. When we return work to older Individuals we will give them a short time (two-three minutes) to read our comments and think about the targets they need to work towards.

How we involve Individuals

8.31. It will be apparent from the section above that we are involving Individuals. We do this best by sharing the criteria for the marking with them. This is done in several ways:

8.32. Through a standard type of learning objective – the WALT

8.33. Individual Individuals having set targets in English and Mathematics and for all vocational subjects termly, these are reviewed with the individual every half term.

8.34. By inviting Individuals to think of what it is they have to do in order to succeed (Thomas, when you have finished the writing, how will you know if it is good? What will you be looking for?)

8.35. Fluent writers can write their own learning targets in their book.

8.36. Attainment – Grades aren't always necessary. They can for example be meaningless given the size/nature of the task, and distract from improvement comments. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know periodically how well the learning is going and what still need to be done. Pupils need to be clear about what they need to do to progress from one

level/grade to the next, and equally should be clear about the expected progress they should be making through the key stage. In order to support this process:

- levels and grades should be 'translated' into pupil speak and shared with pupils.
- key pieces of work or learning milestones, will be awarded an attainment grade expressed in terms of an interim KS level or grade.
- at the end of a unit a formal assessment will take place and a KS level or grade will be awarded.

8.37. Rewards

8.38. To motivate and reward Individuals for their effort and work, each year group consistently gives out the same rewards. Rewards may include:

- Daily Reward Points
- Learner of the week
- Learner of the term
- Marks, grades and assessments.
- Stickers, stars, stamps or certificates.
- Use of Establishment reports to comment favourably academic achievement.

Specific Learning Difficulties

8.39. Individuals with specific learning difficulties in both English and Mathematics will have detailed individual learning plans, which will be found on their Individual Learning Plan. (ILP)

8.40. How Individuals' progress is reported to Parents/ Carers.

8.41. It is important that we inform parents of our strategies. We will do this by:

- Information sent home to parents/ Carers daily and every half term (e.g. Daily reward points, half tem ILP reviews)
- By talking to parents/ Carers at termly review afternoons
- By writing notes in the homework diaries/ reading record.
- By sharing work and tests with parents.
- Writing reports at the end of each term for each Individual. (if requested)

9. Staff Roles

Head of Service:

9.1. To ensure marking is consistent throughout the Establishment.

9.2. To ensure that the Marking Policy of the Establishment is being effectively implemented.

9.3. Adequate resources and training are available for development.

9.4. To monitor the quality of marking.

9.5. To assess the quality of teaching, learning and assessment through marking.

Key Stage Leaders

9.6. To lead a whole Establishment approach to marking and keep the Head of Service and parents well informed.

9.7. To carry out agreement trialling to establish accurate and common standards throughout the Establishment for marking.

9.8. To sample examples of marking throughout the Establishment and report findings to the management team and staff.

9.9. To monitor and support teacher's marking and assessments of Individuals' work throughout the key stage.

9.10. The audit of staff training needs within marking.

Proprietor

9.11. To approve, ratify and monitor the Marking policy.

9.12. To ensure that they are well informed about standards in Marking.

9.13. To be familiar with the types of information gained from marking and assessment.

Subject Co-ordinators

9.14. To monitor the implementation of the marking policy.

9.15. To use assessment date to monitor progress.

9.16. To support staff with new ideas, resources and materials relevant to the policy.

9.17. To monitor standards and to lead work sampling sessions where staff moderate marking across the Establishment.

9.18. To make recommendations for further improvement.

Teachers:

9.19. Develop an atmosphere in which Individuals are motivated to learn from mistakes and targets given from marking.

9.20. Challenge and support all Individuals to do their best.

9.21. Have a thorough and up-to-date knowledge of the marking policy for the Establishment.

9.22. For marking to reflect individual Individuals' needs.

9.23. Keep comprehensive records of Individuals' work.

9.24. Use marking and assessment data to set targets and give Individuals clear and constructive feedback.

9.25. Have the agreed marking symbols displayed in the classroom for Individuals, parents and supply teachers to refer to.

9.26. To ensure that assessment information informs further curriculum planning.

9.27. Race Equality and Equal Opportunities

9.28. All Individuals have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

10.Appendix 1: Marking Symbols

- ✓= correct
- x = incorrect
- sp = spelling
- p = punctuation
- // = new paragraph/ line needed
- * = Positive comments (WWW) – star
- • = Points to improve (EBI) – bullet point

10.1. Please note that some teachers may have additional symbols which they share with their class at the start of the year.