



GRANGE SCHOOL

A Culture of Continuous Improvement

Marking & Feedback Policy

Compiled by: Heads of Learning and Teaching / Deputy Head / Head of Sections / Head of School.

Date: May 2025

Next Review date: March 2026

Signature:

RATIONALE

Our marking policy aims to:

It aims for assessment strategies, and the evaluation of a student's progress, it is an integral part of teaching and learning and is embedded in every lesson, whether it practical, indoors or outdoors.

Assessment for learning takes many forms (written and verbal), and both are equally important.

The most valuable types of assessment and feedback always inform learning (past, present, future). Whilst the best form of feedback is often verbal, as it is instantaneous and highly personalised, this policy will outline the expectations for written feedback only.

- It supports students and teachers in their learning, recognising and celebrating success and encouraging both in the learning curve.
- We believe that by commenting constructively on students work, we can encourage them to have a sense of pride in their achievements.
- We ensure that there is focused and immediate feedback to students
- We ensure that children are clear about the positive and negative aspects of their work this helps the direction of future learning in the form of targets and next steps.
- We enable the teacher to engage in the content, style and presentation of work thereby allowing everyone access to development of evaluative skills.

GENERAL MARKING PRINCIPLES

- Marking should be done using legible handwriting for both teachers and students.
- Work should be ticked where appropriate and correct answers are completed, and incorrect responses marked with a cross (X).
- When marking students work, teachers will apply their mark scheme. The only standardized marks are in cycle tests (20 marks), Exams (60 marks), Classwork (10 Marks), Homework (10 Marks).
- Teachers should give marks for completed work (not standardized) at least twice per half term.
- When work is unfinished, a comment should be made to encourage completion.
- Concepts which are persistently misunderstood by individuals need to be re- taught.
- Homework can be marked using peer marking method. In this way the class can discuss and explain the answers.
- Student correction should be in red pen.
- Diagram, illustrations should be done in pencil for the best work presentation, as you can rub off with eraser when mistakes are made.
- Time should be scheduled at the beginning of lessons for students to review feedback and action the teacher comments / identified codes.
- All teachers are to mark work for literacy and apply school specific symbols / codes where improvements can be made to SPaG.
- Teachers should write WWW and EBI at the end of the piece of work and complete a sentence for each indicating What Went Well and Even Better If.
- Teachers may ask students to review other students work and add a second WWW, EBI code for the student to fill out. (Peer Assessment)

FREQUENCY OF MARKING

Marking of students' books should be completed regularly throughout each term. A teacher should aim to complete marking every week and books must be marked at least every five to seven school days at the latest.

SELF-ASSESSMENT

Students will be provided with Learning Outcome tracking sheets for each unit of work or topic they cover in all lessons. Students should refer to the tracking document at the start of every lesson to review what their learning for each lesson will be about. At the end of lessons students are responsible for indicating what level they feel they have achieved in the lesson compared to the learning Outcome statements (All, Most, Some).

GUIDELINES: MARKING STRATEGIES

- Marking needs to be done during, or as soon as possible after the completion of the task, usually before the next lesson. For it be useful to both teachers and students to obtain maximum feedback and intervention.
- In the case of guided reading, debates as well as group work a success criterion or rubric is shared and will take place during the lesson session. This can be both an oral and a written scenario.
- In this case, the teacher will make a positive comment celebrating the child's achievements and often providing ways to improve on the set task in deep marking.
- In classwork, when doing formative assessment in tasks that involve recall, comprehension and application of knowledge, peer marking should be encouraged.
- Marking must be done in line with the school's learning /teaching policies.
- All students in Grange School should write black/blue pen / KS1/2 Pencils (until they receive their pen license in year 4).
- All marking by teachers will be done in green pen.
- Students' marking and responses to teachers' comments should be done in red pen.
- After marking, time must be given to students to reflect upon and respond to marking to make sure they benefit from it.
- Marking should form an integral part of assessment for learning and lessons will be planned in response to previous learning including marking.
- The marking code / symbol should be indicated in the margin of the page where there is an area for improvement.

FORMATIVE FEEDBACK AND MARKING DURING LESSONS.

We also want the lesson format to be available for feedback and assessment and we suggest activities that lead up to them.

- In class in the Starter period, feedback is encouraged and should last for between two to five minutes.
- In the Main Task both oral and peer marking are encouraged and should be about five to seven minutes.
- Plenary can also entail formative or written feedback and should ideally be eight to ten minutes.
- Any work which is student / peer marked should be checked by the teacher.
- Subject departments are encouraged to develop specific subject coded marking, providing rubric statements based on different levels for students to reference the code against, identifying the area of improvement they need to work on.
- No work should be AI generated and any AI submitted work will be marked as ungraded.

SPECIFIC DETAILS

- Work is marked according to the learning outcomes.
- On all pieces of work, it must be indicated whether the students have completed the work independently or with some assistance. 'S' indicates support and 'I' indicates independence.

MONITORING

We will ensure that these guides are being used consistently throughout the school by conducting reviews of class books and completing the appropriate 'work sampling form'. This will be the responsibility of the subject leaders and senior leadership / learning and teaching team during quality assurance reviews.

Feedback will be given to staff members by completing the department review work scrutiny form. The form will be shared with the teacher, HOD, HT&L and SLT line manager. The Head of Learning and Teaching, plus the Heads of Departments will monitor the implementation of this policy. Work sampling must be conducted by the HOD / SLT at least once every half term. Work sampling forms are to be saved in the department DIP evidence files. HOD should arrange opportunities for the teachers to share students' books and review department marking as part of their department meetings.

WORK SAMPLING FORM

Criteria	 = If completed as per policy. X = No evidence in student work	Comments if required / Areas for development
All work has a date, title and is underlined.		
All work has clear learning objectives and outcomes.		
Learning Outcomes are differentiated.		
Corrections have been identified by the teacher.		
Feedback is given about what went well (WWW).		
Feedback is provided about how to progress to the next level (EBI).		
There is evidence that the pupils are working on the feedback that has been given or responding to it.		
The correct colour has been used to mark the pupil's work.		
Homework is clearly identifiable and follows the HW timetable.		
There is evidence that work has been assessed according the year group they are in.		
Marking has been signed and dated by the teacher.		
Work is marked regularly.		
The work in pupils' exercise books reflects a variety of learning and activities.		

BASIC USE OF THE EXERCISE BOOKS.

Every piece of work should be set out as follows:

Learning Objectives, Outcomes.

Top right: Date in the form: 24 March 2025.

There is provision for Teachers remarks (WWW, EBI) and students' responses at the bottom of page.

SPaG MARKING CODES TO BE USED

Issue/Mistake	Marking symbols used and Margin notes
Correct	✓
Incorrect, you need to correct it here.	✗
Spelling error	SP Placed above the word or in the margin. Correct spelling given for first mistake
Grammar	G
Does not make sense	??
What Went Well	WWW
Punctuation	P
Capital letter	CL
Identifies where the error is located	_____
Missing Word	^
Incorrect Word	IW
Even Better If	EBI

Work that has not been underlined (e.g title) or labelled correctly.	U
The phrase / sentence is unclear, rephrase it a different way.	
Handwriting is unclear and needs to be neater	H
New paragraph here	//
There should be a space here	/
Capital letter should be used here	C

Review of policy:

This policy will be reviewed not later than March 2026.