

Secondary Marking & Feedback Policy

The following document covers the agreed standardisation for:

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1 Marking Policy Overview

The school, through this policy, seeks a consistent approach to assessing student work.

Marking is an integral part of the assessment process and provides information for the student, the parent and the teacher.

1.1 What constitutes effective marking?

- Feedback should be clearly communicated (in either verbal or written form) in **clear and accessible language**
- Students need to know how they can **improve** on their **assessed work**.

1.2 How students work is marked

- By the teacher
- By the students themselves
- By peer assessment

1.3 Student's response to marking

- Respond to feedback by redoing or retaking an assessment.
- Practise skills using questions of similar nature.
- Reflect on the marking and suggest targets for improvement.

1.4 Teachers marking responsibilities

- Marking as part of normal classroom activities
- Assessing regularly according to the Secondary Assessment Standardisation Policy
- Recording the student's achievements on Classter following the Secondary Assessment Standardisation Policy

2 How work is assessed

In KS3 work is assessed according to departmental mark schemes or marking grids in preparation for KS4.

In KS4 and KS5 work is assessed according to the assessment objectives set by the examination boards. Work will be marked in accordance with the Exam Boards mark scheme or marking grids.

2.1 Self-assessment and Peer-assessment (AfL)

This requires training. The teacher needs to model the process for the students. This could be in the plenary using the lesson's **Learning Objectives**. Students can do this individually, in pairs or in small groups, using the school's marking symbols.

This is a positive way for students to develop skills of self-assessment and peer-assessment.

2.2 Teacher's Marking and Feedback

- All teachers' marking and comments should be in **green ink**.
- Feedback marking needs to be effective and indicate areas for improvement. It should consist of one sentence for:
 - WWW – What went well
 - EBI – Even better if.
- Students need time to respond in the form of corrections or target setting – this can be done in the classroom or for homework.
- Marking needs to be done as per the Secondary Standardisation and Assessments Policy.

2.3 Marking Key

It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching).

The marking symbol needs to be placed near or on the same line as the error.

Symbol	Definition
P	Punctuation
//	New paragraph
Gr	Grammar
Sp	Spelling
?	Unclear

- **KS3, KS4 and KS5** teachers share marking key with students at the beginning of the year.
- **Spelling:** underline in green aspect of learning that is wrong and put Sp next to it. The student is responsible for correcting the error themselves.
- **Grammar:** underline in green aspect of learning that is wrong and put Gr next to it. The student is responsible for correcting the error themselves.
- **Something does not make Sense: ?** written in the margin in green.
- **New Paragraph: //** in green indicates where new paragraph is needed
- **Punctuation: P** written in the margin in green.
- **Double green tick** used to highlight a pertinent point.
- **Marking comments should be positive** – using WWW and EBI.

3 Students presentation of work

Students should present all work neatly in their exercise book and assessments:

- Use blue or black ink pens (ballpoint or ink)
- Title/Learning Objective/Learning Focus and date of the lesson.
- All diagrams/ Graphs should be drawn in pencil and labelled
- Students are not expected or allowed to write on the front cover of their exercise books
- Books to be neatly labelled without Graffiti

4 Policy Details

Policy created	September 2025
Policy created by and position	Linda Castaldo & Richard Alpin Secondary Academic Leader & Data Manager
Policy accepted and authorised by	Kristian Cejka Principal September 2025
Next review date	August 2026
Policy to be reviewed by	Secondary Academic Leader & Data Manager

Policy update	Description