





Marking Procedure

The marking of pupils’ work is an important assessment tool, which is essential for both progressions in pupil’s learning and effective teaching.

Good practice in marking is promoted through regular, accurate and consistent marking by all teachers.

Therefore:

- Pupils’ work must be marked promptly, ideally before the next lesson, consistently and according to agreed shared learning outcomes /assessment criteria/focus.
- Pupils’ workbooks and files must contain evidence of peer/self-assessment and teacher assessment.
- Marked pieces of work should highlight both strengths (“what went well”) and give clear guidance for improvement (“even better if...”). Teachers should also set at least one target for improvement, stating a time by which target should be met.

 (WWW) What Went Well?	
 (EBI) Even Better If.....	
SMSC	Social
	Moral
	Spiritual
	Cultural

- Following each marking, opportunity must be given to students at the start of a lesson to read through the teacher's comments/stamps/buzz words.
- 'Back-look' at books, set as homework or peer assessment.
- Teachers should check at each marking stage that their guidance comments have been acted on.

Examinations and tests (summative assessment) should be marked against learning objectives or examination grades alongside, formative comments.

Good marking practise or exceptional pieces of students work are to be shared at staff meetings and copies sent to home managers/parents.