Marking Policy

Updated: February 2026   **Review Date: October 2026**

At Haughton School we approach marking as an essential tool for planning, assessment, evaluation, and learning. We aim to provide constructive feedback to every child that focuses on success, areas for improvement and is matched to learning objectives and targets. By responding to children's work through constructive criticism we can acknowledge successes, promote a pride in personal achievement and improve standards of both learning and teaching. It is essential that marking be consistent and clearly understood by the children.

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their targets.
- To provide an assessment record of pupil's achievement and progress allowing teachers to plan for the next stage of their learning.

Purpose

Much of our children's work is practical and/or oral and as such 'book marking' is only a small component of the marking and feedback role of staff.

- To aid learning and inform children of the standard of their work
- To assist in assessing and informing planning
- To encourage and promote a pride in achievement appropriate to ability
- To motivate pupils and promote a positive attitude to learning
- To demonstrate to children a purpose and interest in their work
- To foster discussion between teacher, support staff and child
- To promote good learning and working practices
- To allow pupils to reflect on their own performances
- To ensure comparability between all staff members responsible for marking
- To assist in raising standards of teaching

Procedure

Methods of marking
Within lessons there are numerous opportunities for effective and productive marking.
- *Written comments*

i. Support prompts required, duration of prompts, reason for prompts
ii. Stages of progress towards learning objective
iii. Additional comments including next steps

- *Constructive verbal comments particularly during and after practical/oral activities*
- *Pupil self-evaluation*
- *Peer evaluation*

Key Principles
All teachers and learning support staff should mark according to the following principles.
- *Be clear concise and explicit*
- *Be positive and constructive*
- *Rewards should be given readily to praise and motivate*
- *Verbal feedback should take precedence*
- *Be related to ability and attainment*
- *Be specific to the learning objectives*
- *Where possible, written marking should take place in the presence of pupils*
- *Provide pupils with opportunities to assess their own work and that of their peers where appropriate*
- *Pupils will be given the time to make improvements in light of comments made by their teachers – where appropriate*
- *Marking should inform future planning*

Monitoring
The school will ensure that these guidelines are being used consistently throughout the school through sampling written marking and observing verbal feedback during lesson observations and scheduled work scrutiny sessions. Teachers will regularly evaluate and assess all marking within their own classroom in line with this policy.

Appendix 1

What help do I need with my activity?	
I	• Independent work- no help at all!
VP	• Verbal prompts
Vis P	• Visual prompts
AM	• Adult modelling (*this does not include the very first initial model that teachers complete when showing/explaining to a learner the activity that they are about to complete*) only if adult modelling is needed at other occasions throughout the activity would you need to highlight this aspect.
GP	• Gestural prompts (e.g. pointing, Makaton)
JE	• Joint exploration

Reasons for prompts	
Attention to task	The learner needed support to focus on the task and shift their attention as needed.
External factors	The learner needed support to access due to any external/ environmental factors e.g. noise, unsettled behaviours of others etc.
Concentration	The learner needed support to concentrate/focus on the activity.
Comprehension	The learner needed support to understand the learning objective
Modelling e.g. demonstration	The learner needed a model from an adult so they could understand/complete the activity
Scaffolding e.g. writing frame	The learner needed some form of scaffolding e.g. a writing frame. This also includes the use of questioning throughout the activity e.g. who can you see in the picture?
Joint exploration	Joint exploration or action upon the request of a child or when consent is given e.g. support for gross and fine motor skill-based activities such as using assisted scissors. In some instances, it is to support children in accessing activities that they wish to experience but will require physical support to access e.g. holding a child's hand to support in a balancing activity.

How did I get on with my learning objective?	Stage characteristics and description:
1. Refusal	Learners express their unwillingness to accept the learning experience through refusal to complete the activity e.g. turning away, pushing away resources, negative gestures or other behaviours that result in the learner not engaging with the learning experience or the objective.
2. Not met	Learners are engaged with the lesson activity through supported participation from an adult or shared exploration with an adult. However, they struggle to work towards any aspect of the objective without full adult guidance and therefore are not yet at a shallow level of understanding. They have not met their objective despite engaging in their activity.
3. Shallow understanding (once)	The learner begins to be proactive in their learning; they show at least once during the activity that they have begun to understand/achieve their objective when taking part in the lesson activity.
4. Emerging understanding (twice)	The learner demonstrates the use of the learnt skill by showing that on two occasions during the activity that they have begun to understand/demonstrate success with their objective.
5. Developing understanding (most)	The learner is increasingly successful and consistent in meeting their learning objective and has done so for most of the activity. There may still be the occasional error where some adult guidance is required to support gaps in understanding or for the pupil to stay on task.
6. Achieved in context	The learner has successfully achieved their learning objective within this activity/context. The learner will now begin to demonstrate that they can achieve this objective in a range of contexts/activities over a number of consecutive lessons.

LO:

Date:

What help did I need with this activity?

Support required:	Duration of support:	Reason for support:
I Independent	- Initial	- Attention to task
V Verbal	- Intermittent	- External factors e.g. noise
Vis Visual	- Continual.	- Concentration
AM Adult model		- Comprehension
G Gestural		- Modelling e.g. demonstration
JE Joint Exploration		- Scaffolding e.g. writing frame
		-Joint exploration or action upon the request of the child or when consent is given

How did I get on with my learning objective?

1) Refusal	Any additional comments (including next steps where appropriate)
2) Not met	
3) Shallow understanding (once)	
4) Emerging understanding (twice)	
5) Developing understanding (most)	
6) Achieved in this context	

| TA | Teacher | | Verbal feedback given | |