ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY

Marking for Learning Policy 2026 - 2027

AIMS OF THE POLICY

This policy aims to ensure that marking across departments at St Philip Howard Catholic Voluntary Academy is focused on having a positive impact on young people's learning. Marking should provide regular and meaningful written and oral feedback to students, parents and staff. Information gathered as a result of the implementation of this policy will also be used to inform future teaching and learning. Marks given will be recorded and used to inform reporting to parents and will be passed on to other staff when required.

PRINCIPLES

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.[1]

Feedback studies tend to show very high effects on learning, because of this, it is the teacher's responsibility to ensure that pupils' classwork and homework is marked regularly, accurately and with comments to facilitate pupil progress.

Effective feedback is often essential to acquiring new knowledge and skills.[2] Good feedback is:

- Specific and clear;
- Focused on the task rather than the student;
- Explanatory and focused on improvement rather than merely verifying performance.[3]

The purpose of marking pupils' work is to:

- Acknowledge and praise individual pupil achievements, and to show to the pupil that you take an interest in them and their work
- Ensure the appropriate pitch and challenge of work
- To indicate to parents that you are aware of the pupil's progress and performance
- Give structured and informative next steps feedback to aid rapid and sustained progress for learners in all subjects
- To feedback to the pupil on what they can do to reach the next band / grade
- Ensure regular dialogue between pupil and teacher
- Facilitate self-esteem and motivate pupils

[1] https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/
[2] Ericsson, Krampe, & Tesch-Römer, 1993
[3] Ericsson, Krampe, & Tesch-Römer, 1993; Shute, 2008; TeachingWorks; Butler & Winne, 1995; Hattie & Timperley, 2007

- Ensure high standards of presentation, accuracy and quality of pupils' work.
- To feedback to the pupil on when and why they make mistakes
- To feedback on misconceptions or problems with understanding
- To inform future planning
- To gather information for target setting
- To monitor pupils' progress in whole school initiatives e.g. literacy / numeracy / SMSC
- To help identify any special needs (including most able)
- To help the pupil / pupil understand how 'marks' are allocated for exams / assessments and to help the pupils gain a greater understanding of criteria for marking certain assessments – this will then aid peer and pupil self-assessment.

FEEDBACK IN PRACTICE

Type and frequency of written feedback:

There are two types of written feedback: detailed and maintenance;

- The frequency of each type of written feedback will vary between subjects and key stages; but agreed minimums should be clear;
- Some subjects that are more practical may well not have detailed written feedback;
- A teacher should only write in a pupil's book if it is going to impact on progress;
- Maintenance marking should be used to motivate pupils specifically to commend effort or to point out a good attribute that a pupil must continue to use;
- Maintenance marking should identify areas for development and specific issues such as key words, literacy/vocabulary and presentation issues; pupils should act upon these.
- Teachers can complete Live Marking in a lesson so feedback is regular and timely and this will be in circulation, throughout a lesson.
- There should be 6 summative assessments (with detailed feedback) throughout the year (2 per term) each of which should provide each pupil with a level / grade as appropriate. To ensure consistency, schemes of learning can be annotated with which pieces of work that will include detailed feedback.
- On summative assessments, there should be detailed feedback including clear comment about what has been done well (WWW) in relation to the assessment criteria. There should be a further comment as to how to further progress in learning can be made (EBI). The EBI should be clear and actionable and should be responded to by the pupils. At the discretion of the teacher WWW/EBI comments can be identified throughout a body of work or in the closing comments, or both. It is recommended that teachers may wish to pose a question or a 'Show Me' task as a means of getting pupils to develop their work and make additional progress.
- Summative assessments are standardised and moderated with departments to ensure consistency and accuracy of data.
- There should be evidence in pupils' work that they have responded promptly to feedback, in red pen, to the teacher's feedback which should be in green pen.

Type and frequency of verbal feedback:

- Verbal feedback is the most frequent form of feedback; It has immediacy and relevance as it leads to direct pupil action;
- Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be formally planned.
- One of the most important ways in which teachers help pupils to progress is by discussing their work with them. Time spent in this way may mean that only a score, tick or brief comment would be written

in the pupils' exercise book. Pupils also benefit where parents/carers take an active interest in, and find the time to discuss the work being undertaken for school by their children.

- Where verbal feedback is given teacher should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of work scrutiny.
- Class Feedback Forms may be used to address common misconceptions or next steps and teachers will explain the areas for development before Students respond to these.

Type and frequency of peer-assessment and self-assessment:

- Peer-assessment is shown by research to be one of the most effective modes of feedback;
- Effective peer-assessment is rigorously structured and modelled by the teacher. Teachers should share success and/or assessment criteria where appropriate;
- Feedback should be identified by the colour of pen used: red for self-assessment and purple for peer-assessment.
- Pupils need to be well trained over time to effectively self and peer assess. This process will be clearly led the subject teacher.
- Peer and self-assessment can significantly reduce teacher workload.

Formative Assessments

- Marking of formative assessments, such as key pieces of work, is encouraged, with specific next steps comments aimed at supporting students to succeed in their learning or stretch them academically. Pieces to be marked can include exam questions, classwork and homework.

How to Mark

- All teacher comments should be recorded in green pen. Specific, positive, honest and encouraging comments should identify positive achievements made alongside offering progress related advice for future improvement. Staff should use the *'www'* and *'ebi'* forms of marking.
- Following detailed marking, Directed Improvement and Reflective Time (DIRT) should be given as an activity within the following lesson or as homework to allow students to act on their feedback. It is useful for students to do this in red pen to highlight changes.
- Peer (purple) and self-assessment (red) are valuable ways of developing student understanding of their own progress and assessment criteria. These will be recorded on student's work.
- All students should receive a standardised and banded/graded assessment at half termly intervals to ensure they are making sufficient progress and these assessments should be recorded and feedback given: written and/or verbal.
- Prior attainment data and marks for key pieces and assessments should be recorded in each teacher's marksheet i.e. KS2 levels / scores and current grading system.
- The use of post-it notes is useful to clearly indicate to students where next steps comments are located in their books.
- DIRT completed after an assessment e.g. unit exam, should be printed/and or completed on yellow paper and then stuck into books.

THE WRITTEN FEEDBACK SHOULD:

- Clearly state which aspects of the work have been successful
- Specify exactly how the pupil can improve their pieces of work either through scaffolding or challenge
- Provide opportunities to think things through for themselves
- Comment on progress over a number of attempts
- Provide students with the opportunity to respond

MARKING WILL BE EFFECTIVE/ AID PROGRESS IF:

- The students understand the purpose of the comments given and see them as beneficial.
- The work is not over-marked with corrections/ feedback that is concentrated on many different learning points.
- Constructive written comments are specific and support Students' understanding of knowledge or development of skills or prompt them to act upon something in order to improve.
- Students are given time to read over the comments and respond to them.
- Comparisons with other students are avoided, but do celebrate and share outstanding work.

It is the responsibility of the SLT and the Extended Leadership Team, through the constant QA of Heads of Department to ensure that the marking policy is followed. A review of marking forms part of the Performance Management, Appraisal process as well as the MfA process.

Heads of Department should check that schemes of work are being followed and that work is differentiated and the pitch of lessons is appropriately challenging. They should also ensure that the marking policy (this document) is being followed rigorously and to a high standard.

Strategies for Marking

Teacher marking should be done in **green pen**.
Pupil corrections and self-assessment should be done in **red pen** where possible.
Peer marking should be done in **purple pen.**

Tick	Acknowledges that you have read a section of work. Confirms the accuracy of peer assessment. Confirms the accuracy of facts or explanations
Band/Grade	Indicate the correct band or grade for the pupil/student's work.
Acknowledge academic achievement (www)	Give clear feedback as to what knowledge the pupil/student has applied correctly in their work.
Precise next steps comments/questions (ebi)	Give clear feedback as to what the pupil/student should do to improve their work and reach the next band/grade. This could be a question, comment, re-draft, stretch or support task, application task. Spelling errors should be indicated and corrected three times by the pupil/student. Students should be given the opportunity to redraft pieces of work, whether it is a sentence or full paragraph.
Improvement and Reflection Time (DIRT)	Students should be given dedicated improvement and reflection time to allow them to act on comments, make corrections and improve their work.

What should teachers consider?

- Providing effective feedback is challenging. These findings from the broader research may help you to implement it well: Effective feedback tends to: be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time (Y)…"); encourage and support further effort; be given sparingly so that it is meaningful; provide specific

guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.

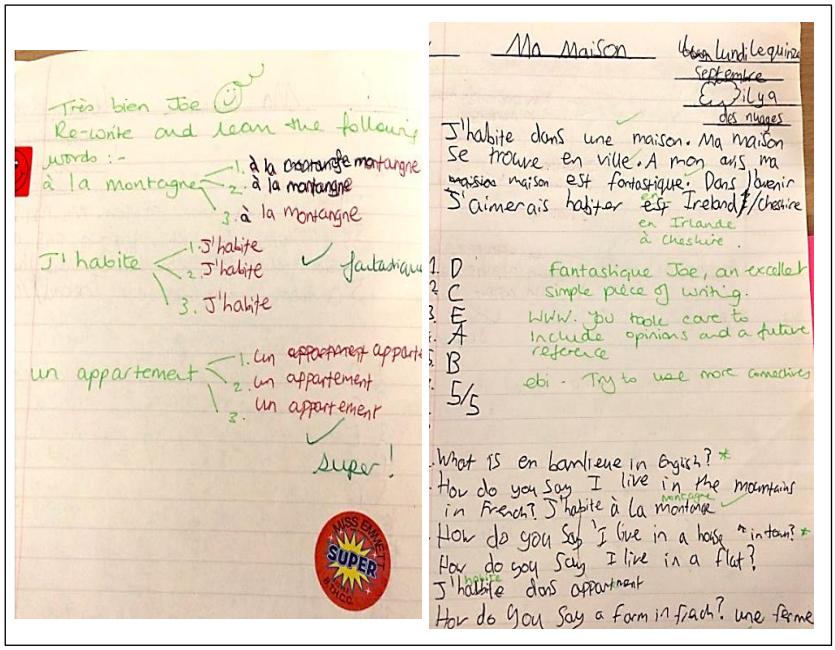
- Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.[4]

MARKING FOR LITERACY AND NUMERACY

In order to develop the literacy and numeracy skills of our students all staff must encourage the development of literacy and numeracy skills within their subject areas. The purpose of this policy is to ensure that a common and consistent approach is used in the marking of literacy and numeracy.

Commenting on aspects of literacy within marking:

Marks on Work	Description
Gr	Grammar
Sp	Spelling
Cp	Capital letter
P	Punctuation
^	Missing words
//	New paragraph
| (between the words)	Two words, not one
Circle around word e.g. should of	Wrong choice of work (ask students why it is incorrect)
N	Numeracy error



Commenting on aspects of numeracy within marking:

Marks on Work	Description
Un	State units clearly
LA	Label axis with units
WO	Show working out

ADDITIONAL MARKING CODES

The codes below can be used in a pupil's book to indicate presentation issues for a pupil to correct.

4 https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=131&t=Teaching%20and%20Learning%20Toolkit&e=131&s=

Marks on Work	Description
T	Missing Title
U	Underline
R	Use a ruler

Further Reading:

Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact

Feedback
https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/

Focus on Formative Feedback
http://www.ets.org/Media/Research/pdf/RR-07-11.pdf

Homework (Secondary – updated September 2018)
https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=155&t=Teaching%20and%20Learning%20Toolkit&e=155&s=

Important New Study of Homework
http://www.learningscientists.org/blog/2016/10/18-1

Professor Sue Hallam, from the Institute of Education 'Homework: It's Uses and Abuses'
https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf

'Homework: Is It Any Good for Kids'
http://time.com/4466390/homework-debate-research/

The Learning Journey and Progress over Time in Exercise Books/Files

Format and Presentation

- ✓ Clearly label the book/file with name, form, class teacher, subject, use of book (classwork, etc.)
- ✓ Exercise books/files to be neat and well-presented – no graffiti.
- ✓ Target sheet in books or files to inform students/students of their starting point, target and to track their progress throughout the year.
- ✓ Work should be clearly labelled with date, title, classwork, homework and underlined with a ruler.
- ✓ Homework should be clearly labelled.
- ✓ Dates to be written out in full in most subjects. Mathematics and Science may wish to use numerical forms to help build skills of numeracy e.g. dd/mm/yy
- ✓ All written work should be neatly presented and to the highest standard.
- ✓ There should be no missed pages in books.
- ✓ When students begin a new piece of work, they should miss a line, rule off across the page and begin on the next line.
- ✓ Students should be accountable for keeping work in the correct order.
- ✓ All worksheets / loose sheets should be securely attached to book.
- ✓ All drawing in pencil.
- ✓ Rulers used to draw any straight lines, including: graphs, labels etc.
- ✓ In mathematical work (including charts, diagrams and graphs), accuracy and detail should be encouraged with evidence that mistakes are corrected in a consistent way
- ✓ Peer assessment is the only time a student should write in another student's book. Peer assessment should be checked by the teacher.
- ✓ Student work to be written in blue or black pen.
- ✓ Students to use red pen when responding to feedback and self-assessing and purple pen when peer assessing.

Improvement and reflection time (DIRT) should be given in subsequent lessons for students/students to act on feedback (respond, redraft, make corrections). Students should have acted on, and learned from feedback in order that they do not make the same mistakes. Work should show appropriate challenge so students can make mistakes and learn from them or apply knowledge in a different context.

Please see ***'Exercise Book Policy'*** for further guidance.