

MEADOWCROFT SCHOOL POLICY

Marking Policy

MC 043

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Owner Name	Nicola Browning
Owner Job Title	Head of Education: Upper School

Marking Policy

1. AIM

To ensure that all students have their work marked in such a way which meets individualised learning starting points and progression paths through the year.

The school's curriculum is planned and sequenced so that new knowledge and skills build upon what has been taught before and builds towards defined end points at the end of each curriculum key stage.

The school's marking policy is designed to embed the end points in which the curriculum is building towards. It will present what pupils will need to know and be able to do at those points; in a child friendly manner.

As such, this will ensure that the high academic ambition held by the school for all pupils is upheld across all curriculum areas within our broad and balanced curriculum.

The school sets out a clear structure for these aims and ambitions to be implemented, including the knowledge and skills to be gained at each stage.

2. OBJECTIVES

- To enable written feedback to be an effective tool for promoting positive learning for all Meadowcroft students
- To evaluate pupils' knowledge and skills against challenging expectations
- To develop an interactive process that confirms when students are on track and then informs them how to improve and make further progress
- To prompt all students to respond to the written feedback given by their teachers.

3. RATIONALE

At Meadowcroft School the quality of education is measured by the progress pupils make in knowing more, remembering more, and being able to do more. This is achieved through a **personalised learning pathway** for each student, built around individual starting points and tailored flight paths.

Assessment plays a vital role in this process, enabling teachers to identify and address gaps in knowledge and skills, inform planning, and support pupils in embedding and applying learning fluently. The curriculum reflects the school's ethos by **offering a personalised approach that supports meaningful progress for every learner**.

Both teacher marking and student self-assessment are central to the learning process. Effective feedback helps students understand how well they have grasped concepts and skills, what they need to do to improve, and how to progress towards their learning goals.

For marking to be effective, students should:

- Understand the purpose of the task

- Recognise the sequential skills being developed
- Know how far they have progressed
- Be clear on next steps for improvement

The consistent application of this policy is the responsibility of all teachers, ***ensuring every student is supported to reach their full potential through targeted, informed, and responsive teaching.***

4. EXPECTATIONS

Teachers are expected to ensure that:

- Teachers will present subject matter clearly, prompting appropriate discussion about the subject matter being taught.
- To ensure that all teachers follow the company's standardised curriculum and assessment framework, promoting a consistent and cohesive approach to assessment and marking across each subject area. This will support continuity in teaching, accurate tracking of pupil progress, and high-quality feedback aligned with curriculum expectations.
- Teachers will check pupils' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback that is tailored to each pupil's personalised learning pathway.
- To implement pre- and post-testing at the start and end of every topic area in each subject, using baseline assessment data to identify individual starting points and inform the creation of a personalised learning pathway for every student. This approach will ensure targeted teaching, track progress effectively, and support meaningful learning outcomes.
- Students will receive formal written feedback at regular intervals throughout the subject area, which is in a format they can access.
- Teachers use assessment to help pupils' embed and use knowledge fluently, and develop their understanding, and not simply memorise disconnected facts.
- Learning Objectives (LO), Success Criteria (SC) and Sequential Skill Development are displayed and referred to in lessons and evaluated during or at the end of a session (either through Self Evaluation (SE) or Peer Evaluation (PE)).
- Students will be provided with a 'My Learning Grid' within every lesson. This will allow each pupil to identify their learning journey within a subject area and track their progression through feedback provided.
- To ensure that individual skills trackers are created for each subject area at the start of every half term, effectively mapping each pupil's personalised learning pathway and journey. These trackers will directly inform lesson planning and resource development, ensuring that teaching is responsive to each child's needs, starting points, and progression goals.

- Whilst every piece of work is marked, this may not be formal written feedback but live marking by a teacher during the lesson to address misconceptions at the point of delivery.
- Written feedback is predominantly encouraging and constructive
- Written feedback will be personal and address the student by their chosen name
- Pupils will have the opportunity to revisit and relearn aspects of their learning through the standardised starter activities within every lesson.
- Formative comments will be given that show what has been done well and what still needs improvement and shows the student how to improve their performance and move them on in their learning. This will show a clear link to the 'My Learning Grid', allowing pupils to track their own progression.
- Comments are phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process
- Students receive a NC level, Vocational Level or GCSE grades for an assessed piece of work
- Teachers should include SMSC criteria within the 'My Learning Grid' within every lesson to allow pupils to track their development within a cross curricular fashion.
- Over the course of a term when marked work is returned to a class, time is set aside to allow each student to respond to the teacher's comments and improve their understanding in relation to the learning objective for the work

Marking must be specific and include:

- A **Tick** which is a positive constructive remark about the pupils' achievement
- A **Tip** which should help pupils improve marked work
- A **Target** specific to the pupil and aimed at improving their level.

The Senior Leadership Team are expected to ensure that:

- The implementation of The Meadowcroft School Marking Policy is monitored
- Work Scrutiny reviews are completed each term to assess the quality and extent of formative feedback
- They evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed

5. THE REVIEW OF THE MARKING POLICY

The School Marking Policy will be reviewed annually by the Quality of Education Leadership team.

6. MARKING POLICY:

A system of marking symbols will be adopted by the school for annotating pupil's work.

Correct	√
Incorrect	X
Positive Comment	☺
Word missed out	^
Misspelling	sp
Needs to clarify	?

Every piece of work will be marked in detail and levelled, using the standardised Meadowcroft Marking Labels:

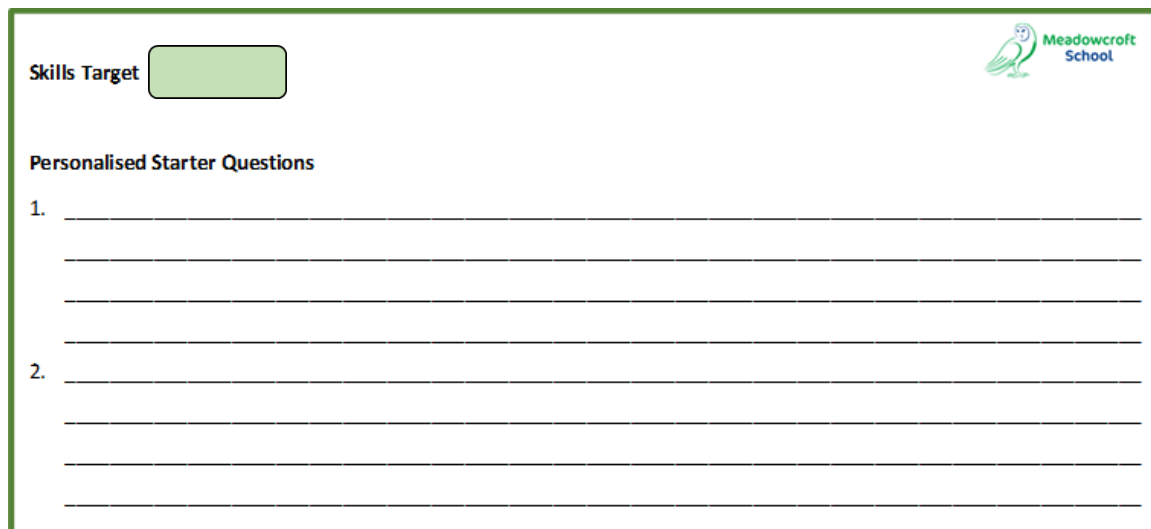


This piece of work has been levelled at: Skills Target:


  



The pupils will be provided with the following standardised starter activity, to help revisit and relearn any gaps in knowledge/skills from the previous lesson:



Skills Target



Personalised Starter Questions

1. _____

2. _____

Teachers should annotate every piece of work to indicate which SMSC and PBV criteria has been covered by the student (e.g. S1, M4 and SP1)

Spiritual development

SPD1 ability to be reflective about their own beliefs (religious or otherwise), and perspective on life

SPD2 knowledge of, and respect for, different people's faiths, feelings and values

SPD3 sense of enjoyment and fascination in learning about themselves, others and the world around them

SPD4 use of imagination and creativity in their learning

SPD5 willingness to reflect on their experiences

Moral development

M1 ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

M2 understanding of the consequences of their behaviour and actions

M3 interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development

S1 use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

S2 willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

S3 acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

C1 understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

C2 understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

C3 ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

C4 knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

C5 willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

C6 interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Personal Development

P1 developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

CA1 to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire through work experience, unbiased career advice and contacting employers

SG1 to recognise the dangers of inappropriate use of mobile technology and social media

SG2 to recognise online and offline risks and make them aware of the support available to them

