

Marking Policy



GLEBE HOUSE
SCHOOL & NURSERY
HUNSTANTON

**This policy was updated in September 2025.
Review is due for the beginning of March 2026.
All changes from previous documents and sections have been highlighted yellow.**

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This policy initiated - September 2025
Policy written by - Director of Studies
Policy to be updated on an annual basis.
This policy is currently under review

Change Log – for 2025/2026

This is a completely new policy from last year.

Proposed Marking Policy- GHS Sept 25

Overview This policy outlines Glebe House School's whole-school approach to marking and feedback. It supports pupil progress, wellbeing, and high standards of teaching and learning. It reflects educational research and aligns with ISI Framework 23.

Core Principles

- **Purpose-led:** Feedback must have a clear learning purpose. Assessment points - both formative and summative should be considered as a subject/ phase group and indicated on MTPs.
- **Consistency:** Marking expectations are agreed within departmental/ phase groups and followed for all classes to ensure consistency in the amount and type of feedback students are receiving.
- **Engagement:** Students respond to feedback using purple pens to develop independence and reflection.
- **Efficiency:** Not every piece of work is marked. Focus is on depth, not volume.

Marking Expectations

- Teachers use **green pen** for written feedback.
- Students respond in **purple pen** during Directed Improvement and Reflection Time (DIRT).
- Feedback may be written, verbal, coded, or through peer/self-assessment.
- Each department defines how often and what types of work are marked. This should be captured on MTPs so that the whole school assessment strategy can be in place.

Marking Codes (Flash Feedback):

- ✓ – Good point / well done
- Sp** – Spelling
- O (circled letter) – Use a capital letter
- ^ - Missing a word
- ? – Clarify / explain
- // – New paragraph
- Gr** – Grammar
- P** – Punctuation
- VF** – Verbal Feedback
- RTQ** - Read the question
- D** - More detail needed
- T** – Have another try at this
- U** - Units are missing

Why This Approach - what does the Literature say?

- "Feedback has effects on achievement that are twice the average of all other schooling effects." — *John Hattie, Visible Learning (2009)*
- "Feedback should be specific, accurate, and clear; it should encourage and support further effort." — *EEF, Teacher Feedback to Improve Pupil Learning (2021)*
- "Students must be given time to respond to feedback; feedback is only effective if it changes the learner's thinking or behaviour." — *EEF Guidance Report (2021)*
- "Written marking is only one form of feedback and not always the most efficient or effective." — *Education Endowment Foundation, 2016*
- "What matters most is that feedback leads to a change in teaching or learning." — *EEF Toolkit: Feedback (+6 months progress potential)*

Monitoring and Review

- Carried out by subject leaders through book scrutiny, lesson observations, and pupil voice.
- Reviewed annually to reflect best practice and inspection requirements.

Frequency

All subjects should have at least 2 assessment points per half term. This allows for those subjects who only have one lesson per week. This is not to say that this is a maximum. We would advise teachers across a term to ensure that they have 1 summative and at least 2 formative assessments and to endeavour to use peer, VF and written response.

Following any assessment, students should engage with DIRT - this should be planned into lessons.

How We Use Marking and Feedback at Glebe House School

Marking helps you understand how to improve your work and make progress. Here's what to expect in your book:

What Your Teacher Will Do:

- Use a **green pen** to give you feedback.
- Mark important pieces of work (not every page).
- Use codes to save time and focus on what matters.

What You Will Do:

- Use a **purple pen** to respond to feedback.
- Make improvements in your work.
- Ask if you don't understand something.

Marking Codes (What They Mean):

- ✓ – Good point / well done
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- O (circled letter) – Use a capital letter
- ^ - Missing a word
- ? – Clarify / explain
- // – New paragraph
- Gr** – Grammar
- P** – Punctuation
- VF** – Verbal Feedback
- RTQ** - Read the question
- D** - More detail needed
- T** – Have another try at this
- U** - Units are missing
- L** - Work not set out correctly.

Remember:

- You will be given time in lessons to improve your work (this is called DIRT time).
- Respond to your feedback as well as you can – this is how you learn and grow!

Be proud of your effort and always aim to improve.

