

Marking Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2026

Written by Deputy Head Teacher

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Updated by: Debbie Hanson

At Clarity, we are sensitive to the individual needs of every learner and consider their individual learning styles and emotional needs. We, therefore, require a marking policy which is standardised across the school but one which allows for teachers and learners to make adaptations to suit their needs.

Aims

Quality marking should enable all pupils to understand their own achievements, progress and to know what they need to do next to move on further. We need to mark to give guidance, encouragement and motivation. We mark as part of our formative assessment strategies to inform future planning.

Skills and Knowledge

Pupils should know the Learning Objective of a lesson and the Success Criteria (which should be generated by the pupils whenever possible) against which their work will be marked. Both these aspects should be built into lessons and referred to throughout using mini plenaries, allowing the pupils to take more responsibility for their learning. Once a task is complete, it is marked and feedback should reflect the ways that the success criteria have been met, have yet to be achieved or suggestions for ways forward given pupils must be allowed time to reflect on feedback and respond. Feedback and responses may be written or oral. Written feedback is intended to guide the pupil, although other people (parents, Head Teacher, subject leaders etc) may see it. Feedback may be given individually to a group or to the class throughout the lesson and in plenaries. Feedback can also be linked to pupils' individual targets.

Management

It is the responsibility of all teaching staff to see that the demands of this policy are met. As a staff team, teachers, HLTAs and TAs will monitor 'book work' to ensure continuity of approach within classes and across the school. The Head Teacher and Assistant Head Teachers will regularly monitor marking in line with the School Improvement Plan.

Curriculum

We mark work for all subjects of the curriculum. In P.E. and other practical subjects, feedback is usually oral.

Teaching and Learning (Please see Appendix: Exercise Books Checklist for Successful Presentation)

- Plenaries will be planned to assess progress and correct misconceptions/difficulties
- All work must be marked (including scribed work) and time must be provided to allow pupils to attempt corrections
- Feedback, if written, will be clear, legible, neat and in green pen
- Pupils should be involved in marking, self-evaluation and peer assessment.
- When pupils do mark their own or another pupil's work, the teacher must always review this marking
- Pupils should also be given the opportunity to mark their own and others' work, to make improvement suggestions and to act upon the suggestions made in the first five minutes of the lesson.
- Pupils should use purple pens when editing, correcting, marking or reflecting on their own or others' work
- If pupils are marking work as a class, or making corrections, they may not rub out their first effort but draw a pencil line through the error with a ruler
- Proof-reading for a specific success criterion, will be expected as soon as it is appropriate
- A question/suggestion/extension/reflection/comment must be provided by staff or children (Next Steps (challenge question), in green pen)
- Five minutes will be allowed at the start of each lesson to enable reflection and response to marking

- A tick should be placed next to the LO if achieved. Pupil to tick in purple and staff to tick in green to confirm.
- Pupils should highlight down the margin in purple to annotate their own typed work within a typed worksheet so that their work can be identified from the template easily.

Special Educational Needs

This policy applies to all pupils. Clear feedback, verbally and in writing, is especially important to guide these pupils. The comments will make a difference if they are precise and relevant to a particular child's needs and they can be closely linked to Individual Education Plans (One Plans) and personal targets.

English as an Additional Language

This policy applies to all pupils. Verbal feedback will be most appropriate initially, leading to other methods as necessary.

Inclusion

All pupils in school, regardless of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances will have their work marked and receive appropriate feedback for their age and ability.

Assessment

This policy is closely linked to the school's Assessment Policy. Careful marking and objective feedback inform both formative and summative assessment and guide future planning to promote progress.

INSET

Training will be provided for staff in line with the School Improvement Plan and Performance Management.

The Assistant Head Teacher will provide additional support for new staff and where individual needs are identified.

Appendix: Clarity marking code

Pupils write in black pen.

Pupils mark and annotate in purple pen.

Teachers mark in green pen (including marking any scribing).

Teachers scribe in blue pen.

✓ **LO** (ticked) = Learning Objective has been fully met

VF = Verbal feedback/conferencing has taken place

WS = Work completed with support

I = Work completed independently

underlined

Sp *(in the margin)* + word **undalined** = spelling correction needed.
Teacher/pupil to write correct spelling(s) above *[pupils to self-correct where relevant to the learning objective and learning of key vocabulary]*.

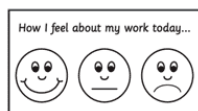
G *(in the margin)* + a word / phrase underlined = A grammatical error needing correction.

Nice = a wavy underline indicates a 'fuzzy' word – find a more powerful synonym or a more suitable word/phrase.

^ = a word has been omitted here

O = punctuation missing or incorrect

// = a new paragraph needed



= pupil self-assessment at end of the lesson

***** = What has been done well *(linked to LO/SC)*

NS / C = Next Steps / Challenge task: Things to improve / questions to make you think deeper

Appendix: Checklist for Exercise Books for Successful Presentation

This is our standard for written work at Clarity. All pupil books / folders should demonstrate that teaching has been delivered to move the children towards these standards, until they are embedded.

Progress must be made as fast as it can be, but as slow as it needs to be, based on the child's needs.

Pens

- Pupils should use a suitable pen with black ink. (Not Uniball as these blotch.)
- Their pen should flow easily, and not show through onto the next page.
- It should be able to be held easily with a tripod grip.
- Pupils can use a pencil to write (as a concession) if they are not able to write with pen yet.
- Pen colours: Teachers mark in green pen, scribe in blue pen, pupils mark in purple pen.
- Colouring in: pencil crayons only (not felt tips). Usual art supplies to be used in art books.
- Diagrams; use pencil and ruler.
- Labels in pen, writing sitting on the line of the page.
- All straight lines need to use a ruler.
- Mistakes, cross out with one ruled line, preferably pencil.
- Highlighters may be used for specific reasons (e.g. teaching key words, study skills etc.)

Structure of books and pages

- Exercise book should be a record of the pupils' learning journey, in chronological order, neat and show good study skills. This will clarify their thinking and will make their learning easier to store in their long-term memory.
- There should not be a mixture of work in an exercise book and stored on the laptop.
- Work should be completed in one of the following ways:
 - An exercise book, showing their learning journey, with anything that's been completed on the laptop, printed out, trimmed to fit, and stuck in, or
 - A ring binder folder, showing their learning journey, with anything that's been completed on the laptop, printed out and stored neatly in chronological order, using a hole punch and neatly labelled file dividers, or
 - All work completed on the laptop, saved in topic folders within the subject area, numbered and in chronological order.
- Each page is to be filled consecutively.
- The book can be divided into front and back sections, if there is a clear, suitable reason for this. E.g. Lesson work at the front, spelling practice at the back. The reason must be clearly labelled for observers to see.
- Any missed work / half lessons / absences need recording in their exercise books so it's clear to see the story of learning from the exercise book itself.
- At the start of a new lesson, a pencil line is drawn underneath the marking to signpost the start of the next lesson.
- Every lesson must have a date and LO (Learning Objective), underlined (ask DH for guidance with weak writers).
- The date is written on the wide top line in full (for English lessons,) on the right-hand side.
- Short date used for other subjects in the format of DD.MM.YY.
- The second line is for the LO, starting writing at the left margin.
- Miss one line, the next line becomes the 'top line' of the page.
- Titles used are underlined with pencil.
- Writing starts at the margin at the left and continues to the end of the line.
- Lists hug the margin on the left, one item per line.
- Maths: Question numbers must be in the margin, followed by a full stop, e.g. 1.
- One digit per square.

- End of unit assessments should be stored in a plastic wallet fixed to the back inside cover of the book (Science, ICT, ASDAN and AQA awards have their own folder).

Handwriting

- At Clarity, we do not specify a specific style of handwriting; however, we recognise that cursive is the easiest to master for children with graphomotor or visual-spatial processing difficulties, so is encouraged.
- If a child has neat legible handwriting upon entry to the school, they may continue using their usual style, otherwise, any development needed on the following points, will inform the child needing a cursive script (and/or grapho-motor) intervention programme, if they are willing:
 - Handwriting should be all letters on the lines.
 - Should be larger spaces between words than between letters.
 - Letters should be the same size and evenly spaced.
 - Capital letters should be larger than lower case.
 - Descenders should descend below the line and there should be enough room so as not to crash into the line below. (Use a minimum of 8mm line spacing.)
 - Ascenders should reach taller than the base shape of lowercase letters.
- Children should be using the appropriate, agreed 'normal way of working' which has been agreed for their exam concessions, and being collected as evidence for their exam file (e.g. extra time / scribe / reader etc.) New staff should check this before teaching to ensure they are supporting the child the right way.

Scribing

- At times, if a pupil is showing reluctance to handwrite and a laptop is not appropriate for them to record their work, a teacher or HLTA support staff member may scribe *some* of their work to get them started.
- This is *not* to replace the pupil writing, rather an activity to get them started, then the pupil is to continue.
- If the pupil's needs are such that they can't continue following a brief period of scribing by the support staff member, this must be flagged to DH to assess further and formulate a plan, with recommendations of alternative recording methods specific to that child.
- Scribing must take place in blue ink pen.
- Scribing should be writing exactly what the pupil has said.
- Subject specific words are to be spelt by the pupil for the scribe to write, and punctuation must be dictated to the scribe (unless exam concessions state they are eligible for a spell check to be left on, if they were using a word processor.)
- This way, punctuation and spelling errors may still be picked up for development.
- Scribed work must be marked and areas for development suggested, as usual, by the class teacher, as this is the pupil's work.

Corrections

- Children should be correcting their errors at the beginning of the next lesson. If they do not want to write them out, they can complete alternative activities (e.g. for spelling errors, using post-its and cutting up the letters, rearranging until fluent / practising on a whiteboard - photograph and stick in.)
- The *pupil's growth in learning* is the focus when correcting work, not the repetition.

Please see examples overleaf.



KS2 English Book Expectations

Presentation and developmental feedback

I will write the learning intention or title in the left hand corner, on the line and underline it with a ruler.

I will write the long date in the right hand top corner and underline it with a ruler.

Friday 28th June 2013

I To be able to use descriptive phrases effectively.

The white milky moon shone upon the neon stars. Glaring in the shadows of the darkness stood a tall figure. The clouds crept down as they turned to the misty guarding dark stranger. Newspapers rolled carelessly as the as rusty cars roared like a hurricane. The huge traffic lights stood tall like colossal sky scrapers.

I will cross any mistakes out by putting one line through them (using a ruler).

I will present my learning neatly by using the cursive script and writing on the lines.

You have used some fantastic adjectives and verbs in your descriptive paragraph.

To improve your writing, look at the sentence I have underlined and add an interesting opener. You could look at the Learning wall to help you.

Majestically, the huge traffic lights stood tall like colossal sky scrapers.

I will carefully read all feedback and respond to it.

I will glue any learning in neatly at the top of the page using the lines to help me.



KS2 Maths Book Expectations

Presentation and developmental feedback

I will write the title/learning intention in the centre, on the line and underline it with a ruler.

I will write the short date in the top right hand corner and underline it with a ruler.

I will draw a margin and write any question numbers on the left of the margin.

I will glue any learning in at the top of the page and use the squares to help me.

I will cross any mistakes out by putting one line through them (using a ruler).

I will present my learning neatly by using the cursive script and making sure that I write only one number in each square.

I will carefully read all feedback and respond to it.

21.06.13

Investigating Honey

Which is the best deal?

	price	offer	I want
	£1.50	2 for £2.50	2 boxes
	80p	5 for £3.50	5 bars
	£1.10	3 for £3.50	3 loaves

1. The offer on cornflakes is good because
 $£1.50 \times 2 = £3.00$
 So you save 50p ✓

2. The offer on dairy is good because
 $80p \times 5 = £4.00$
 So you save 60p ✓

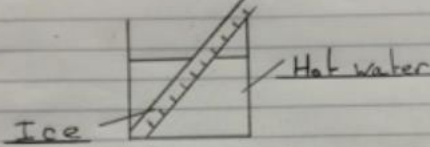
Good, you have used multiplication and shown your workings to calculate whether the offer is better value.
 Look at question 2. Would it be a good deal if the offer was 6 for £4.25?
 Yes because $6 \times 80p = £4.80$ so you would
 save 55p.



10th September 2014

Solids, liquids and gases

Experiment: Volume of ice and water



Prediction:
I predict that the volume of water will stay the same.

Observation:
My prediction was wrong. Because of the hot water the ice melted and the volume got ~~bigger~~ smaller.

Conclusion:
When the ice froze the molecules spread a little so the ice was bigger than the volume of water. When the ice was exposed to heat the molecules got closer together and this made the volume get lower.

cold shower gel warm shower gel Prediction:

