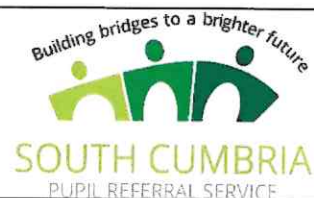


South Cumbria Pupil Referral Service



MARKING POLICY

ISSUE 6

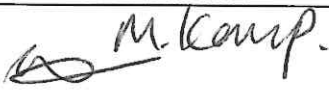
DATE: July 2025

RECORD OF ISSUE

ISSUE	DATE	SUMMARY
1	January 2014	Issue follows a change of Headteacher – contributed to by staff
2	January 2016	Review of policy
3	January 2018	Review of policy
4	April 20	Review of policy
5	July 2022	Review of policy
6	July 2025	Review of policy

DOCUMENT CONTROL

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INTRODUCTION

This policy should be read in conjunction with the centre's Assessment, Recording & Reporting Policy.

The South Cumbria Pupil Referral Service places considerable emphasis on the value of marking work produced by our students.

It is important to recognise that a variety of different methods of marking can be used effectively with the range of students on roll at the South Cumbria Pupil Referral Service.

We regard the marking of work as an extension of the learning experience and important for the following reasons:

- It helps students to learn and to make progress.
- It fosters a sense of pride in their achievement.
- It indicates areas for student/tutor reflection & emphasis.
- It can be a useful tool in target setting.

The DfE document 'Assessment principles' (April 2014) is included on page 4 of this policy as guidance on good practice

ORGANISATION

Marking is to be undertaken regularly and a pattern built up to assist both the student and teacher.

Marking is important in meeting mutual expectations. The student completes work/hands it in promptly - the teacher marks and returns the work promptly.

CONTENT

All Subjects should be marked in depth at least one each half term and if appropriate a grade given to the subject. At Key Stage 2 the marking is more frequent.

Comments should be made to explain to students what they need to progress. There should be specific reference to the relevant level/grade descriptors where appropriate. Language used in progression points should be clear to read and differentiated with pupil's understanding reflected.

Teachers should write constructive comments at the end of a piece of work. Any guidance regarding improvement should be made with the individual in mind.

Students should set their own targets as a result of work having been marked and returned to

them with the offer of staff support.

Student self-assessment (and peer assessment) should be used as appropriate.

Verbal comments are always acceptable.

Marking should be dated.

Assessment framework used and appropriate language set out in the assessment policy of No Progress (NP), Working Towards Target (WTT), On Target (OT) and Above Target (AT) should be used in frequent marking to inform pupils how they are progressing- this is used to stimulate dialogue between teacher and pupil and aid progression.

Stars, stickers and stamps can be freely used according to the individual teacher and student.

At Key Stage 2 there is use of marking/self-assessment stamps

Marking of coursework will follow the guidance set down by the appropriate exam board.

MONITORING AND EVALUATION

There will be continuing need to check the relevance and effectiveness of this policy in our everyday contact with students. The policy and practice of the service will be monitored by the Leadership Team and evaluated by the Core and Foundation Group, the Leadership Team and the Management Committee.

All staff will take into account feedback from staff, students and parents.

Core and Foundation groups will complete development sessions regarding Marking and assessment. A program of quality of teaching and learning will be given to staff and support staff for the year ahead.

Structure to be:

- 3 x Leadership Team work study, 1 every term.
- 3 x Staff positive work share, 1 every term.
- 3 x Learning Walks, 1 every term.