



Fromefield Manor School



Marking Local Procedure November 2025

Local Procedure Title	Marking
Site	Fromefield Manor School
Local Procedure date	November 2025
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Local Procedure Author(s)	Head Teacher (Gemma Drury)
Local Procedure Ratification	Checked and Approved by: Regional Director (Rebecca MacArthur)

<p>Introduction</p> <p>At Fromefield Manor School, we believe it is important to secure pupils on-going development and progress in order that every pupil can realise their full potential. To achieve this all marking of pupil work must be: -</p> <ul style="list-style-type: none"> • Positive • Clear and appropriate in its purpose • Productive in its outcomes • Pupil centred. <p>The marking of all work throughout the curriculum is viewed as a recognition of pupil's achievements, as well as a method of guidance towards future learning by the highlighting of teaching and learning points.</p>
<p>Marking</p> <p>The nature of marking at Fromefield Manor School is built around the following principals. Marking should:</p> <ul style="list-style-type: none"> • Be prompt, if it is to be meaningful to pupils • Follow a consistent approach across school (classes/ key stage) • Develop children's self-esteem through praise and valuing achievements • Be relevant and accessible to all pupils • Be multi-sensory according to pupils' needs and interests • Help pupils understand the link between their achievements and feedback • Be shared across pupils, parents, the school community and beyond • Be linked to clear learning objectives • Be informative, enabling teachers to identify information to inform future teachings • Give opportunities for pupils to give their opinions on their own work (pupil voice) • Be manageable in terms of workload for staff.
<p>Organisation</p> <p>In order to mark work, pupils and staff need to be clear about the specific intended learning objectives. Without this clarity it is difficult to evaluate performance. Teachers must communicate intended learning objectives to pupils clearly as well as those who support their learning.</p> <p>While planning lessons teachers need to judge how much work they set to allow time for opportunities to feedback to pupils, on a continuous basis and / or during discreet plenary sessions.</p> <p>When delivering lessons teachers must identify appropriate skills from the BSquared assessment tool for all individual pupils and have appropriate strategies for sharing these at the start, during and at the end of lesson or series of lessons.</p> <p>All pupils at Fromefield Manor School will be placed on to the appropriate pathway following the completion of their Transition Period. This is defined by the individual pupils BSquared baseline assessment. These documents also provide next steps for learners in</p>

terms of engagement, class teachers and class teams should reference the BSquared baseline profiles and associated language when marking pupils' work.

Strategies

UNIVERSAL WHOLE SCHOOL METHODS OF MARKING

FORMATIVE EVIDENCE

Workbooks, worksheets, art etc. (on - going work). Must include the Date: Learning Objective: and Initials of Marker: Staff should use the following key when marking work. (Marking code to be stuck inside the front page of work folder as a reference). These are directly linked to the B² skills assessment tool used to formulate planning, teaching and assessment across the school.

A = Awareness (Yellow)
 E = Engagement (Orange)
 GS = Gaining Skill (Red)
 M = Mastered (Green)

Due to the nature of the complex needs of many of the pupils who attend FMS it is useful to indicate how the pupil reached the assessment given using the following references (particularly for pupils in Birch class and The Nest):

S = Supported
 M = Modelled
 I = independent

Next steps should be provided where appropriate to outline next steps for learning or to identify ways in the which the LO needs revisiting or revising.

SUMMATIVE EVIDENCE

Annotation of work selected for any pupil accreditation folders will be presented on a specific key skill annotation sheet with the following information.

- Name
- Context for learning Subject/Area
- Planned Learning Objective
- Level Achieved
- Level of Support (refer to marking key)
- Pupil's voice

Feedback to pupils

Teachers and TA's celebrate pupils' success by identifying the most meaningful and relevant strategy to meet pupil's needs on an individual basis.

ALL PUPILS – a whole school approach

- Direct positive comments / praise
- Message home via email
- Special mention in assembly and copy of certificate to go home
- Head Teacher award – mention in Special mention Book

SOME PUPILS

All above and:

- Facial expressions
- Signing / gestures

- Objects of reference
- Clapping routines (e.g. round of applause)
- Now then Next schedules, preferred activities immediately following a work task

MODERATION

Quality assurance is secured via 'learning walks', observations and work scrutinise carried out by SLT.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
6/03/25	M Watch	P3. Marking codes
06/11/2025	M Watch	P.2 Dates updated