
Kingsbrook School

Marking Procedure

Kingsbrook School

Southburgh

Thetford

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MARKING PROCEDURE

Philosophy

At Kingsbrook School we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform students individually of their achievements, address misconceptions and celebrate good work. The responses to students' work should focus on successes and areas of development against learning outcomes and success criteria, enabling Students to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Reasons for Marking

- To recognise, encourage and reward students' efforts and celebrate successes with them.
- To provide a dialogue between teacher and student which provides clear, appropriate feedback, referring to the learning outcomes and/or success criteria.
- To further develop students' confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students to develop an understanding of the standards they need to reach in order to achieve.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning outcomes and standards across the school
- To involve parents/carers in reviewing their child's progress and to help in reporting to parents/carers.
- To aid curriculum planning

Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded (see marking code).
- Respond to individual learning needs.
- Indicate to what extent the learning outcomes has been met
- Be related specifically to the agreed learning outcomes or success criteria (the success criteria should be generated by students wherever possible).
- Give students regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the student's achievement and their effort.
- Encourage and motivate students through realistic comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.
- Be used to inform the teacher's short and medium term planning of the next step.
- Show evidence of student's self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the Students.

Organisation

- Wherever possible, the first few minutes of every lesson should be spent with the students reviewing any marking and responding to their questions. The teacher can, at this time, try to circulate the class to establish understanding and deal with any arising issues.
- Where possible, students should be encouraged to self-mark using a different coloured pencil or pen.
- Less work should be set, particularly in maths and English, so that time can be allowed to go through and mark as a class (when appropriate). Student's involvement in Assessment for Learning deepens their knowledge and understanding.
- LSAs should be encouraged to use marking codes and written feedback for the individuals / small groups they work with.
- Distance marking (i.e. marking completed away from the child) should be accessible to students and teachers need to make sure that students can read and understand it.
- Students should be encouraged to self and peer-assess which includes leaving comments about the progress they/their peer has made.
- Students should engage in peer assessment on a regular basis, using highlighters to highlight the great parts in green (referring to LO and success criteria) and the parts they need to think about and change in pink.

Expectations

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention.

Marking should focus first and foremost on the success criteria for the learning outcome. The emphasis should be on the success against the learning outcome and improvements needed against that learning outcome and/or pupil targets.

Comments relating to effort should be clearly different to those relating to achievement. Comments relating to effort should be positive but also realistic and sincere.

Self-marking

Wherever possible, Students should engage in self-marking or annotating of their own work so that they may receive minute-by-minute feedback about how they are progressing through the lesson. Students should be actively involved in discussing and generating the success criteria for their learning. Students should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in every day practice. Within lessons, students should be given time to reflect on their learning and identify their own successes and look for improvement points.

Marking Criteria and Target Setting

Weekly targets are set with the student where possible. Targets are set for each subject and relates to the next steps as indicated by their 'I Can Statements'. 'I Can' Statements are for all subject areas and form the basis for each student's differentiated programme of study and when an 'I Can' statement has been achieved it is ticked and dated to indicate achievement and then subsequently the next steps.

Weekly targets are set on a Monday morning and reviewed as part of the student's weekly key working session with their teacher on a Friday. Weekly target sheets are referred to throughout the week to remind each student of their learning objectives for the week. Targets are individualised to reflect the learning needs

of each individual student. It is made very clear to the student how their teacher is going to support them to achieve their target.

Reviewing Targets:

During each student's key working session on a Friday, the learning targets are reviewed. Students have a 'smiley face' to circle at the end of each of their targets and there is also a teacher review section to indicate achieved, partially achieved or not achieved.

Marking Work:

Work is marked in green pen. There are two sets of codes given to indicate to the teacher and the student as to their level of participation and progress made towards their target and the level of support given.

Codes given to indicate a student's level of participation and progress made towards their targets are as follows:

NO X D M A

NO = Not offered. This code is used for a subject or lesson that has not been offered. This will be used if an alternative activity is taking place at that time such as therapy or it was felt the student was not in a place to learn.

X = This code is used for refusals. Students are offered another two alternatives if the original task/lesson is refused and it is only after the three options are all declined that a refusal code is given.

D = Developing. This code is used for the students who have participated as fully as they can within their lessons, but, at the end, have not fully understood or achieved the learning target for the week.

M = Mastered. This code is for students who have completed their lesson/s and have achieved the learning target for the week).

A = Application. This code is used for students who having mastered a learning target are then able to independently demonstrate their new knowledge and apply this to the next phase of their learning.

As some weekly targets may span several lessons to master the learning target for the week it is vital that the student is aware that they have still achieved during those lessons leading up to the mastered phase of the learning target. For this purpose, the following code is used:

MLO = Mastered Learning Objective

MLO indicates to the student, teacher and learning support assistant within the classroom that the student has achieved the learning objective for the lesson.

Codes for Support:

I-I = I-I support given throughout the task.

G = Guidance given periodically throughout the task and/or help requested during task to be provided but then the teacher can withdraw between times.

IS = Initial support at the beginning of the task as well as the first initial explanation for the teacher to then be able to withdraw.

I = Independent work once just the initial explanation is given.

At the end of a piece of work, in green pen is written:

WWW (What Went Well?): This is where the teacher can give targeted specific praise and an indication of how well a student is working towards meeting their learning target.

WANT (What About Next Time?): This is where the teacher can give targeted and specific help and advice as to how a student can improve their work to enable them to achieve their learning target.