



Lawrence House School

Marking Policy

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1. Introduction

At Lawrence House School, we take a professional approach to the tasks of marking work and giving feedback to our students. We believe the marking process should provide constructive feedback to every student, focusing on success and improvement needs against learning intentions, enabling students to become reflective learners.

Assessment is formative as well as summative and points the way forward in the child's learning process as well as recording the point reached in any given area of their *learning pathway or curriculum area*.

2. Aims and Objectives

We mark students' work and offer feedback in order to:

- Show that we value the student's work and encourage them to value it too.
- Boost self-esteem, and raise aspirations, through the use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help students to develop. Therefore, not all mistakes will be corrected in each piece of work, but patterns of misunderstanding should be addressed through feedback or future planning; the focus will be on the learning intention for that particular task.
- Give the student a clear picture of how far they have come in their learning, and what next steps can be taken to develop.
- Offer the student specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- Promote self-assessment, whereby the students recognise their difficulties, and are encouraged to accept guidance from others.
- Determine the student's understanding and identify any misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform our future lesson-planning.

3. Definitions

Formative Assessment – ongoing assessment during the “work” phase. E.g. written or verbal feedback from Teachers.

Summative Assessment – is assessment at the end of a piece of work or unit. E.g. an exam or a final project.

4. Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be positive, recognising and valuing the student's efforts. Teachers will use green pen comments to highlight success and achievement.
- The student will be given time to read and respond to the comments made.

- Comments should be appropriate to the age and ability of the student.
- Teachers should aim to promote self-assessment by linking marking and feedback into a wider process of engaging the student in their own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the student directly through the use of live marking.
- The marking system should be constructive and formative.
- For one-to-one feedback (teacher to student) to be effective, sufficient mutual trust must be established.
- Feedback will help a student to identify their key next steps for development and the progress they are making towards personal targets.
- Teachers will note errors that are made by many students and use them to inform future planning.
- Marking will always be carried out promptly and will ideally be completed before the next lesson in that subject - although this may not always be possible for longer pieces of work.

5. Implementing Marking Policy

The school has explicit rules that apply to all pieces of work (e.g. e.g. each piece of work should include the date, learning objective, and the 'Now, Next and Then' framework used in lessons).

Marking will always relate to the lesson outcome and where appropriate to, the student's own personal learning targets.

Digital and Remote Marking

Where students complete work digitally (e.g. on laptops, tablets, or learning platforms), the same colour-coding principles must be applied using digital equivalents (e.g. green text for achievement comments, pink text for next steps). Teachers must ensure that feedback is clearly visible and actionable. Where live verbal feedback is given during online or blended learning, a brief written note should be logged to capture the intervention. Digital work should be printed or archived according to the school's data management and assessment procedures.

6. Marking style

Comments should be written legibly and in a language the student will understand with the correct colour of pen/highlighter.

Learning Objectives: To be highlighted in green, pink and blue highlighter.

	The learning objective was achieved by the end of the lesson.
	The learning objective was not fully met by the end of the lesson.
	Students have completed an alternative task e.g school trip, work experience, drop-down lesson.

Green Pen

This comment must be reflected in the lesson objective that is being taught for that lesson/topic, to celebrate success and highlight what knowledge the student has demonstrated against the lesson objective .

Pink Pen

Always start with **“Next Steps:”** this comment must be linked to the lesson objective and identify any misconceptions or targeted next steps that the student has shown in the pieces of work covered in a lesson/topic. Any SPAG errors are identified using a pink pen and students are encouraged to correct them using a purple pen.

Orange Pen

Any comments made by the Teaching Assistants on student’s work will be in Orange. These comments will reflect any support/scaffolding offered during the lesson, or any key points to support assessment of the piece of work.

Purple Pen

Students responding to purple pen feedback are able to identify and correct their own errors, demonstrating their understanding of the feedback provided and taking ownership of their learning. This will be based on the ability/need of the student.

7. Student Self-Assessment

Students are encouraged at all times to think about their work, reflect on their progress and to take responsibility for their learning. Informal discussions between teacher and student take place on a regular basis. It is important to provide students with more formal opportunities to reflect (through self-assessment sheets, progress trackers, or plenary discussions), on their own progress, to set their own targets and to record their achievements, where applicable.

8. Recording

The school records students' levels of attainment and provides a history of achievement and progress across the curriculum. Teachers record attainment and progress every half term to ensure up-to-date tracking and support targeted intervention. Information will be recorded through the schools’ tracking system, TrackAble. These records also provide a valuable tool for sharing progress with the child, their parents/carers, and social workers.

This system is designed to:

- establish a manageable and efficient way of recording.
- standardise recording within the school.

9. Responsibilities

To maintain consistency and high standards across the school, senior staff will periodically review a sample of marked work from across subjects. This process will:

- Ensure consistency in colour use, tone, and expectations;
- Identify strengths in marking practice to celebrate and share;
- Address any inconsistencies through coaching or CPD;
- Inform future refinements to the policy.

Moderation may take place half-termly and form part of staff meetings or development sessions. Feedback from moderation will remain developmental and supportive rather than punitive.

- **Headteacher:** Ensures policy implementation and monitoring.
- **Quality of Education:** Routine checks to ensure quality and consistency of marking policy.
- **SLT:** Book looks as per Quality Cycle expectations.
- **Teachers:** Apply marking consistently and monitor progress.
- **Teaching Assistants:** Contribute orange-pen feedback and support student reflection.

10. Training Requirements

Where appropriate Head Teachers will ensure that familiarisation with this policy is a part of the induction process for all employees.

11. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy, please contact your line manager. QPC/LHS will then actively respond to the inquiry.