

Marking Policy

POLICY FOR	Marking and Feedback
PERSON RESPONSIBLE	Heads of Teaching, Learning and Assessment
REVIEW DATE	June 2026
REVIEWED BY	TLA Team
APPROVED DATE	June 2026
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2027
RELATED POLICIES	

Executive Principal / CEO and Brand



Ambassador for GEMS Westminster Schools.....

Rationale:

Marking work, assessment and subsequent feedback are integral to the learning process. This policy is set out to inform staff of expectations and support them in the marking of students' work with a consistent approach across the school.

Aims:

- To ensure and promote a consistent and coherent whole-school approach to marking and feedback.
- To establish clear expectations for marking and feedback across the school
- To raise the level of pupil attainment and progress across the school

British Values

At TWS we recognize and promote the fundamental British values to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively for development.
- Encourage respect for self and peers.

Roles and responsibilities

The Principal and Senior Leadership Team (SLT) will have overall responsibility for the consistency of marking in the school.

The Head and Deputy Head of Teaching, Learning and Assessment will:

- Monitor and evaluate the quality of the scrutiny done by the Performance Development Managers (PDP managers) and Subject Leaders.
- Collate the book scrutiny findings and report on progress.
- Decide on next steps for improvement in collaboration with the Subject Leaders.
- Ensure the actioned steps are implemented to bring about the required changes to raise attainment and progress with effective marking and feedback.

Subject Leaders, Deputy Subject Leaders and Subject Coordinators will:

Measure the impact of marking and feedback on the attainment and progress in student work by:

- Devising a department marking policy in tandem with the school marking and feedback policy.
- Align the marking policy with the action plan to implement actions as per the timeline and monitor its effectiveness.
- Monitor the quality, standard and consistency of marking within their subject area every 4-6 weeks to measure against the planned success criteria/impact.
- Analyse the notebook scrutiny data to evaluate the strengths and areas of improvement and plan strategies to sustain strong areas and develop the weaker areas.
- Implement and embed the planned strategies and monitor the effectiveness for improvement in attainment and progress.
- Reinforce the expectations of the Department with reference to the Marking Policy.
- Follow up to monitor the improvements.
- Ensure that all staff within the department are using the school marking key/symbols for common errors in written work.

Teachers will:

- Follow the department marking policy and guidelines for consistency.
- Ensure that all student work is acknowledged with signature and date using green ink.
- Review student work by adding constructive feedback that includes:
 - Strengths- positive comment in relation to the learning intentions /success criteria
 - Improvements – Area of improvement from the work in relation to the learning intentions/success criteria (targets).
- Set targets for improvement.
- Provide time and encourage all pupils to respond to the feedback and work on the set targets.
- Ensure and acknowledge target achievement.
- For the Students of Determination, the marking should be mandatorily done after every task. Positive and constructive feedback should be given providing the next steps.

In the Primary school constructive feedback is provided based on the student's performance in the Reinforcement conducted,

- every two weeks for core subjects like English and Math taught every day.
- every three weeks for core subjects like Science and Social Studies taught thrice a week.
- end of every unit for core subjects like Science and Social Studies and the non-core subjects taught once or twice a week.

In English, Maths, Science, Social Studies and Computing, the constructive feedback is given by highlighting the strengths (WWW) in green and the area of improvement (EBI) in pink, in the rubric given and targets are set for improvement after every reinforcement.

In the Secondary school constructive feedback should be provided in the notebooks based on the student's performance in the reinforcement conducted

- every two weeks for subjects English, Math, Sciences
- end of every unit for other subjects

In all notebooks, using reinforcement sheets constructive feedback is given by highlighting the strengths (WWW) in green and the area of improvement (EBI) in pink, in the rubric given and targets are set for improvement after every reinforcement.

Students will:

- Correct, improve or repeat their work as instructed by implementing feedback provided, within the guidelines and timescale outlined by their teacher.
- Action any of the basic marking key corrections on written work.
- Add in responses to feedback given or targets set by the teacher in **blue** pen/pencil (Primary) or purple pen/ pencil /highlight with pink highlighter.
- Seek further clarification of comments should they require it.

Parents will:

- Be able to identify current standards of work through a combination of marked work, assessment and reporting and know the next steps for their child to make progress.
- Support and encourage their child to complete their next steps, liaising with the teachers if required.
- Provide an environment for students to complete their independent work or ensure their child uses the school Resource library.
- Talk to their child about their work, the progress they are making and look through work, checking standards of work such as presentation, before it is handed in.

Monitoring and Evaluation

The Principal, the Senior Leadership Team and the HTLA will be responsible for monitoring and reviewing this policy every year in line with GEMS policies and DSIB feedback.

The SLT, HTLA, KSL, PDP managers and Subject Leaders will monitor the marking through lesson observations, learning walks, the work scrutiny, record sheet and the SEF.