



# The Joseph Whitaker School

*An Academy specialising in Sport and Performing Arts*

**2026-27**

**Marking Policy**

## Marking Policy

### Aim

Increase rates of student progress by providing specific measurable targets for students to achieve within their work.

### Setting targets

**Teachers are to ensure that extended pieces of work (written or verbal) and assessments are target driven:**

Targets are to be written/glued onto the top of an intended piece of work  
Targets are to be explicit.

Targets must be accessible and the use of pupil friendly language is essential

Teachers to adapt targets as appropriate for differentiation, both to support the less able and to stretch the more able.

All assessments and classwork to be dated

Other classroom tasks, that may not demand a written outcome, can be target driven to ensure challenge

### 1.1 Marking

**Marking in all subjects to be as follows:**

Teachers may use a variety of methods to provide feedback that are applicable to their subject. These may include live marking, DIRT grids, marking codes etc

Teachers are only required to mark extended pieces of work, exam style questions or assessments.

Teachers are not required to 'tick and flick' each page

Teacher' feedback refers to set targets, commenting on whether pupils have met targets/elements of targets.

Teachers **to**, in writing, identify areas of weakness/improvement and provide an **immediate opportunity** to reflect on and amend work. For example, if a key point/element of the work has been omitted or done poorly the student must redo/amend/complete this. This may take place at the beginning of a lesson or as a homework task.

If students are required to underline/label/highlight/colour targets the teacher must comment on the student's labelling of their work with targets.

Students should amend work using their green pen.

There should be regular opportunity for students to reflect upon their learning and develop their own ideas on how this may be improved.

### 1.2 Good marking:

Celebrates student achievement

Motivates and raises student self-esteem.

Provides specific and measurable guidance for improvement

Provides opportunities for students to address areas of weakness

Recognises individual learning needs

Inspires parental confidence

### 1.3 Frequency of marking

- Teachers **to** sign and date marking on completion
- Student's work should be marked **regularly** by the teacher. This is in addition to where the work is self or peer marked
- Where work is self or peer marked a teacher should verify the peer marking or correct it

A Level assignments	To be marked within one week or by the next lesson
Classroom testing	To be marked within one week or by the next lesson
Internal examinations	To be marked within two weeks but not later than the end of the final week of term
Classwork/ Homework	<b>Only specific pieces of work should be identified for marking and feedback.</b> Other pieces of work may be acknowledged with the initials of the member of staff. <b>Regular</b> means marked at least every <b>3 weeks</b> as per 1.1 above.

### 1.4 Grading (KS3)

Comment only marking should be used for homework and classwork

Termly formal assessments are to be graded using the new KS3 Assessment Policy

### Grading (KS4 and KS5)

There should be at least two recognised pieces of graded work for each unit or each half term students should be given an indication of the grade they are working at and information which enables them to progress to the next grade.

## Adoption by the Governing Body



Headteacher

Signature Date: March 2026



Chair of Governors

Signature Date: March 2026



## The Joseph Whitaker School

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