# Belfairs Academy



# Marking and Assessment Policy

## September 2026

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## Belfairs Marking and Assessment Policy

This policy defines and governs how class and homework is marked at Belfairs Academy and is to be read in conjunction with the Teaching and Learning Policy.

It defines how staff interact and communicate with students in written form (marking). It defines this process as:

- 'Summative Assessments', those conducted at the ends of Schemes for Learning or at fixed dates within the Belfairs Academy Assessment Map
- 'Formative Assessments', those assessments used by the teacher to gauge progress as learning occurs
- Live Marking – the marking of work that is conducted during lesson but is not necessarily a formal assessment as outlined in the Teaching and Learning policy

It prescribes how student work is to be reflected upon and improved.

### 1. Policy Aims

The aim of this policy is to provide a consistent approach by staff and experience for students for the marking of student work and assessment with students having both an assessment folder and an exercise book (**See Appendix A**).

The aim of this policy is to ensure that the marking of student work and assessment is regular practice and drives progress through embedded formative assessment.

The aim of this policy is to engage students with their work through reflection, improvement and understanding of teacher marking to drive their progress.

It aims to ensure that staff demonstrate to students that their work is both valued and of value.

### 2. Principles

- Marking emphasises praise and improvement, providing evidence of a student's strengths and areas for development.
- It assesses if teaching has been effective.
- It informs planning and personalisation.

### 3. Subject Leaders

- Subject Leaders (SLs) are expected to monitor implementation and impact of marking through regular book looks and lesson visits.
- SLs are required to organise the moderation of marking practice.
- SLs are expected to provide assessment criteria for students.
- SLs are expected to provide opportunities for self and peer-assessment, identified in their Schemes for Learning.

### 4. Staff

- Staff are expected to assess work regularly to promote learning.
- Homework is expected to be assessed and returned promptly to support learning.

- Staff are expected to mark summative assessments by set deadlines and provide prompt feedback after completion.
- Staff are expected to complete Whole Class Feedback (WCF) Sheets that identify target areas of improvement through Whole Class Feedback.
- Formative assessments are to be marked using raw marks and should include a wide variety of methods to evaluate student comprehension, learning needs, and academic progress.
- Summative assessments are to be marked, and the result expressed as a percentage. Results must be recorded in trackers and in data drops.
- Staff must give students opportunities to reflect on their work, suggest improvements and redraft where appropriate using Success and Target **(See Appendix B).**
- Staff are expected to mark for spelling, punctuation and grammar (SPaG) **(see Appendix C. Please note: MFL have their own marking guidance).**

**5. Students**

- Students complete formative assessments in their exercise books.
- Students complete summative assessments at least 2 times per academic year (one of which will be a PPE).
- Students are given opportunities to reflect, comment and improve their work. This should be clearly shown using green pen.
- Students are expected to conduct self and peer-assessment where appropriate.
- Students are expected to keep their work neat and legible **(See Appendix D)**.

**6. Monitoring**

- Implementation and impact of marking will be monitored by Subject Leaders and Line Managers, Progress Leaders and other stakeholders.
- Monitoring will cover all or individual points of this policy, and may also focus on individual students, sub-groups, year groups and subjects.
- Staff can expect feedback within a week of any monitoring.

We believe that students benefit from encountering the same marking methodology from subject to subject.

**All subjects are therefore required to use this marking policy and the associated marking formats.**

**Appendix A: Use of assessment folders and exercise books**

We use two books for each student. (The term 'books' also refers to 'folders')

The intention is to support teachers with their marking load by distinguishing between work which requires a more in-depth approach and that which it is acceptable for a less stringent approach. Not all work can or should be marked in detail. The work students carry out is simply being divided into two books (no more work is being expected). The two books are:

a. Assessment books – holds all summative assessments including PPEs.

b. Exercise books demonstrate student progression and are not a rough notebook.

In the exercise books, teachers are expected to employ a range of strategies to ensure that progress is evident and assessment develops learning.

Those tasks which have been highlighted in the learning schemes as requiring in–depth marking will include:

- Success and Target to promote progress
- Targets and corrections if the student has misunderstood a topic or their notes are incorrect or not detailed enough to help them in future tests/tasks/revision.
- Peer and self-assessment.
- Marking for SPaG

**Appendix B: The school approach to marking is to use Success and Target:**

| | Example |
|---|---|
| Success | You have clearly outlined and communicated your view (Grade 4.3). |
| Target | Plan your answer so you can include a concluding paragraph. Adding conclusions will move your work to a Grade 4.6. |

**The teacher will plan for response and action time and will ask the students to improve their work in response to the feedback given.**

The Success and Target approach embeds an expectation that students will reflect on their learning and respond to marking. In addition to this marking approach, it is expected that students will be provided with opportunities to assess their own work and performance as well as peer-assess.

Those subjects who take BTEC, CTEC or Cambridge Nationals at 13 - 19 will use the exam board documentation in place of Success and Target paperwork as these demonstrate the same outcomes.

## Appendix C: SPaG Marking Guidance

| | |
|---|---|
| C | Capital letter |
| Sp in margin | Spelling error – word is circled or underlined |
| // | New paragraph is required |
| P | Incorrect / missing punctuation |
| WW | Wrong word has been used |
| ↑ | Word missing |
| ? | Meaning unclear, doesn't make sense |

| **MFL SPaG Marking Guidance** | |
|---|---|
| Sp in margin | Spelling error – word is circled or underlined |
| R | Register – who is completing the action // subject verb agreement |
| Conjug. | Ensure your verb and subject are in agreement |
| TT | Time travel – wrong tense used |
| WO | Word order |
| Agr | Agreements – check accuracy, singular vs pl / masculine vs feminine |
| ↑ | Word missing |
| Squiggle under word | Meaning unclear, doesn't make sense |

**Appendix D: Example of Student Expectation**

