



MARKET FIELD SCHOOL AND COLLEGE

Part of Hope Learning Community

Marking and Assessment Policy 2026

Approved by	Ruth Whitehead
Date of policy:	June 2025
Last reviewed on	June 2026
Next review due by:	June 2027

Market Field School Marking and Assessment Policy 2026

Statement of Intent:

This is to serve as our marking and assessment policy as one cannot exist without the other. It is important that the students engage in the marking and assessment process, therefore we have moved to a more inclusive system where the children evaluate how they feel the lesson went in their books and gain 'live' Feedback (Feely & Karlin, 2022b) from their class teacher in that lesson, this may be in verbal or written form. This evaluation and feedback system will then feed into the teachers planning cycle and inform how they move on in the curriculum. This feedback, alongside assessment data collected on Evidence For Learning (EFL), Tapestry or via the ASDAN qualification, and classroom engagement will allow us to triangulate the data to be able to give a more accurate picture of where the child is in their education journey (Sherrington & Caviglioli, 2022).

This visual system combined with in the moment live feedback is designed to raise their self-confidence and self-esteem.



Implementation:

Market Field utilises Evidence for Learning (EFL) as a platform for assessment and marking throughout the school for years 1-11

EFL's marking structure is based on Depth of Understanding (DOU), Depth of Independence (DOI) and Depth of Effort/Engagement (DOE). Below is a grid to show the breakdown.

DOU	Emerging	Developing	Consolidating	Secure
DOI	Fully Supported	Modelled	Prompted	Independent
DOE	Unsatisfactory	Requires Improvement	Good	Outstanding

Image 2

*Colouring is not indicative of goodness. This is for ease of separating the segments.

DOU:

Emerging - They have been introduced to the concept in question for the first time.

Developing - They have been practicing the skill/concept and are making more mistakes than correct attempts

Consolidating - They have been practicing the skill/concept and are making more correct attempts than mistakes

Secure - They are consistently making correct attempts in regard to the skill/concept.

DOI:

Fully Supported - A member of staff has helped the child with the entirety of the task. There has been no independent input from the child

Modelled - My turn, your turn. The Class Teacher will show them how to complete the task, sharing their thinking as they complete the task (think talking), the child then goes ahead and completes the task.

Prompted - A member of staff will provide a visual or verbal prompt/reminder on how to complete the task. The child will then complete the task.

Independent - The child has completed the task with no input from a member of staff.

DOE:

Unsatisfactory - The child has made no effort to complete the task or no effort to complete the task correctly.

Requires Improvement - The child has made little effort to complete the task.

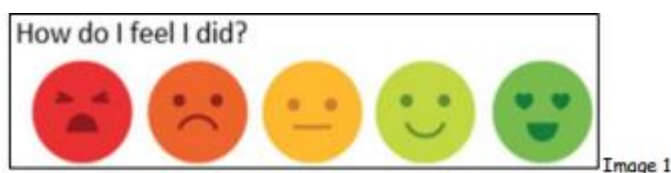
Good - The child has made good effort to complete the task. They have tried, but not to the best of their ability.

Outstanding - The child has done all they can to complete the task. They have given 100%.

Marking in books

Firm Foundations (lower school) and Pathway 1: Work is not marked in books, progress and attainment will be recorded on Tapestry via the GLD and the Prompt Hierarchy respectively.

Pathway 2 and 3 (KS2 and KS3): In books, a self-assessment grid (Image 1) will be present for the child to feedback about how they felt the lesson went, the teacher will then verbally feedback to the child.



DOU	Emerging	Developing	Consolidating	Secure
DOI	Fully Supported	Modelled	Prompted	Independent
DOE	Unsatisfactory	Requires Improvement	Good	Outstanding

Image 2

The above grid (Image 2) will not be present in the books as this has had a detrimental effect to learning with children not trying because they have been marked "red" or conversely not continuing to practice skills because they have been marked as secure once. These marks will be marked on the EFL mark books, accessible in the app. These will then be shared as normal with parents at various intervals throughout the year. Improvement points will still be marked in orange and success points will be marked in green in a live marking style, providing another layer of feedback in the moment, before the child provides their self-assessment, as mentioned below in the guidelines.

This will be monitored at appropriate intervals throughout the year by Senior Leadership, Subject Leads and the Assessment lead as mentioned below in the guidelines.

Pathway 2 and 3 (KS4): As above and in preparation for the transition to Market Field College and other colleges, the children will see the marking grid (Image 2) in their books on a lesson-by-lesson basis. This will allow them to take some responsibility for their learning, allowing them to be able to areas that need improvement as this is the norm in college.

Firm Foundations (Upper school) and Pathway 1 - KS4: Those completing an ASDAN qualification will record progress in the relevant ASDAN folder in their respective classrooms. This will be marked and monitored in accordance with the ASDAN guidance.

GUIDELINES

The following procedures for correcting and improving pupil's work should be implemented by all staff.

- Feedback and marking needs to be written and/or verbal according to both the ability and level of understanding of the child.
- When giving support and feedback, staff should refer to the Scaffolding Framework for Adult Interaction with Learners (Appendix 2). This should be followed to ensure that students are being led to discovering the correct answer and not being given it.
- Where appropriate, work should be corrected according to the curriculum, focusing on the teacher's discretion e.g. in a piece of Science work, correct the Science.
- When marking a piece of work codes should be used to show the level of support needed to complete the task following the procedures in appendix 1 where appropriate.
- If pupils make first draft copies of their work after it has been corrected, originals may be kept as an indication of the pupil's true progress.
- Effective feedback should be give 'live' in the moment and should be targeted to the student and not generic. It should be informative and scaffolded to the particular child and task. See Appendix 2 for reference.
- Where appropriate to the pupil's level of understanding, success should be ticked or highlighted in green and improvement points should be clearly shown using a dot or highlighted in orange (not a cross). This gives the children the opportunity to correct their work.
- Stickers, dojo points, merits or other incentives may be used as appropriate as a motivational tool in accordance with the behaviour policy.
- Written work should be accompanied by a learning intention - either written by the pupil or typed onto a sticker, where appropriate to the pupil's level of understanding.

SELF EVALUATION/PEER ASSESSMENT

- Pupils should be involved in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements where appropriate.
- Pupils should agree some 'golden rules' of response partner/peer assessment/feedback work to safeguard self-esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Pupils should be involved in giving an improvement suggestion to peers, where relevant.

- Pupils should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

See *The Teaching and Learning Playbook* (Feely & Karlin, 2022b) for examples and a more in-depth reasoning.

MONITORING AND EVALUATION

The Senior Management Team and Subject Leads will review samples of work from each class to monitor the implementation of this policy. An analysis will be made, and feedback given to staff. The desired outcomes for this policy are improvement in pupil's learning and greater clarity amongst pupils and parents concerning pupil's achievements and progress. The performance indicators will be:

- An improvement in pupil's attainment - considering their starting point and expected progress.
- Consistency in teacher's marking across the key stages and between year groups.

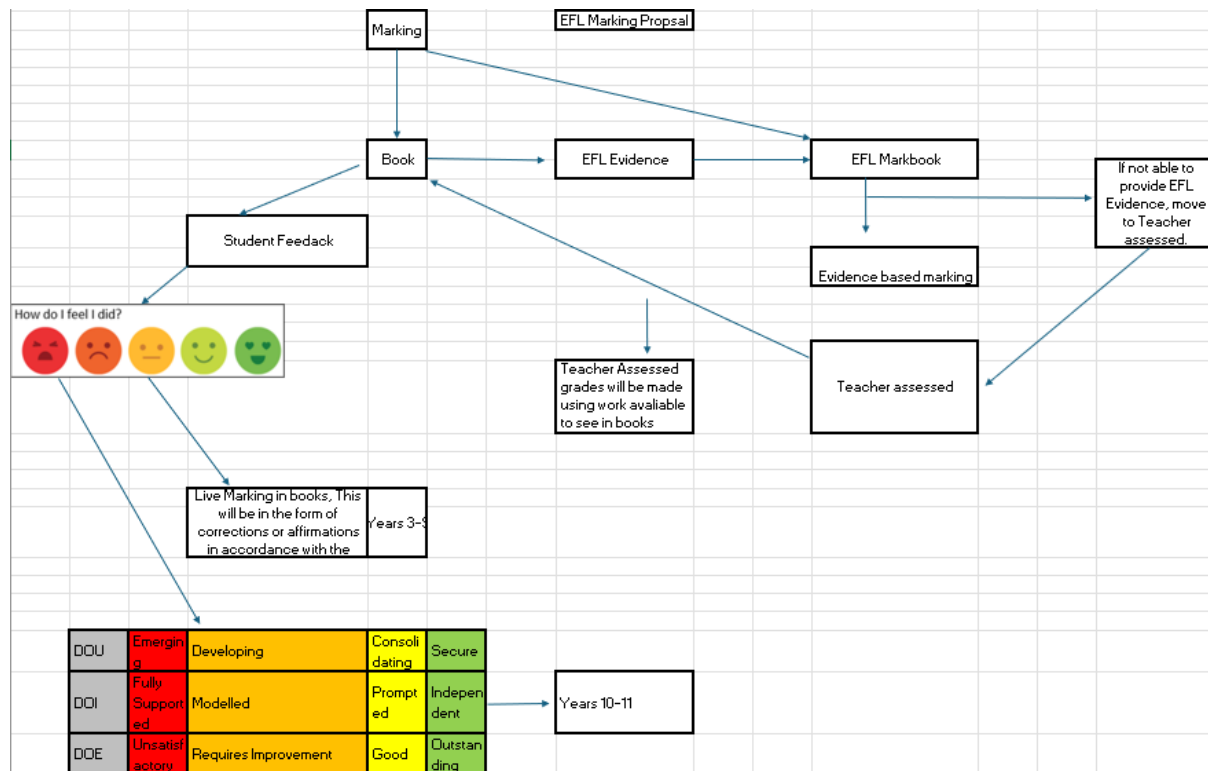
REVIEW:

The person responsible for reviewing this policy is the Assessment Lead

EQUAL OPPORTUNITIES

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

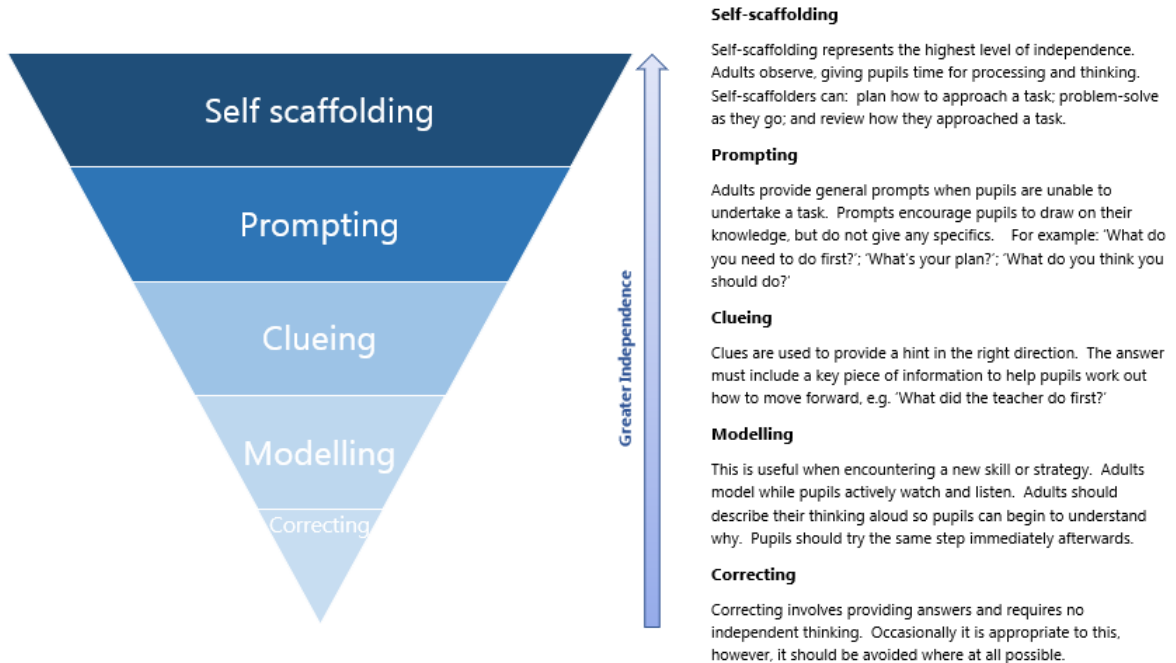
Appendix 1:



Appendix 2

Scaffolding framework for adult interactions with learners

This framework is designed to help adults to think about the interactions they have with learners and how independence is encouraged.



Copyright 2016, *The Teaching Assistant's Guide to Effective Interaction*, Paula Bosanquet, Julie Radford and Rob Webster Routledge.

References:

- Bosanquet, P., Radford, J., & Webster, R. (2015). *The Teaching Assistant's Guide to Effective Interaction: How to maximise your practice*.
https://openlibrary.org/books/OL28821944M/Teaching_Assistant's_Guide_to_Effective_Interaction
- Feely, M., & Karlin, B. (2022b). *The Teaching and Learning Playbook: Examples of Excellence in Teaching*. Routledge.
- Sherrington, T., & Caviglioli, O. (2022). *Teaching Walkthrus 3: Five-Step Guides to Instructional Coaching*. John Catt Educational.