Marking Policy

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1. Purpose

Marking at Snowflake School is an essential part of the feedback process, supporting pupil progress, communication between staff, and evidence collection for assessment. Marking ensures all learning activities- written, practical, and verbal -are valued and appropriately evaluated in line with each pupil's pathway (Bulb, Branch, Blossom)

2. Expectations

All completed tasks, worksheets, and evidence must be:

- Dated (by the staff member or pupil)
- Signed/initialled by the marking staff member
- Marked in green pen for consistency and visibility
- Linked to learning intentions, IEP targets, or curriculum outcomes
- Accompanied by a motivation indicator (R/Y/G)

2.1 Motivation Indicator Box

Every piece of evidence must include a small box indicating the pupil's motivation during learning, using:

- **Green** – Highly motivated / engaged
- **Yellow** – Some engagement but variable
- **Red** – Low motivation / required significant support

This supports staff reflection and contributes to summative assessment and planning.

3. Marking Codes (Prompt Levels)

Code	Meaning	Description
PP	Physical Prompt	Physical support required to complete task
GP	Gestural Prompt	Responded to gesture or non-verbal cue
M	Modelled (Visual Prompt)	Task demonstrated visually
VP	Verbal Prompt	Responded following verbal instruction
I	Independent	Completed without prompting

Staff must record the level of prompting required to monitor progress towards independence.

4. Workbook Evidence Requirement

Each half term, pupils' subject-specific workbooks must follow the structure below. All templates (cover sheets, LI boxes) can be found in the half-termly Schemes of Work folder or shared email.

4.1 Workbook Structure

1. Cover Sheet
    a. School-wide topic cover sheet stuck inside the front of each workbook.
2. Learning Intention (LI) Boxes
    a. Science, PSHE, and English: same LI box for all pupils (all pathways/ages).
    b. Maths: pathway-specific LI box selected by the teacher.
    c. LI boxes remain blank during teaching and are completed as summative assessment at the end of the unit using Red (Pink), Yellow, or Green based on evidence collected.

4.2 Evidence Collection

A minimum of one piece of evidence per pupil per subject each week is required.
 (More for subjects with multiple weekly sessions such as maths.)

Evidence must:

- Be clearly linked to each pupil's specific learning intention.
- Be marked with prompt levels (PP/GP/M/VP/I).
- Include the motivation indicator (R/Y/G).
- Demonstrate a variety of learning opportunities across the unit.
- Be stuck neatly—no overlapping or hanging pages.

4.3 Types of Evidence

- Completed work: worksheets, matching boards, cut-and-stick, artwork
- Photos: pupils completing activities, group tasks, observing input
- Teacher/tutor comments and professional judgement
- Must describe:
    o What learning occurred
    o Prompt level
    o Level of success (successful/partial/needs reteaching)

5. Application Across Formats

Marking must be consistent across:

- Written workbooks
- Worksheets
- Photographic evidence
- Anecdotal notes (circle time, group work, community learning)
- Earwig uploads, which must match workbook evidence

6. Feedback and Reflection

Staff should provide positive, specific feedback verbally and/or in writing to reinforce learning.

Marking should highlight:

- What the pupil achieved
- Prompt level
- Motivation level
- Next steps (if relevant)

Where appropriate, pupils may self-assess using visual supports (e.g., smiley faces).

7. Monitoring

Class Lead Teachers must ensure that marking:

- Is consistent and up to date
- Reflects accurate engagement and progress
- Matches evidence uploaded to Earwig
- Follows workbook structure requirements

Workbooks and evidence will be reviewed half-termly as part of the Workbook Audit

8. Link to School Practice (ABA)

This marking approach supports the ABA framework through:

- Reinforcing independence and positive learning behaviours
- Tracking prompting levels and motivation indicator trends
- Allowing for data-informed decision making
- Providing consistent documentation across staff and pathways

Revision

Version Update	September 2025
Review due	September 2027
Reviewed By	Alison Murphy
Approved by Board of Trustees on	November 2025