

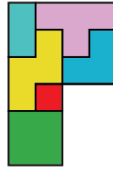
**Early Years Assessment Centre**  
Eastmoor Road  
Eastmoor  
WF1 3SQ

**Spinney Centre**  
Common Road  
South Kirkby  
WF9 3EA

**Forest Wood Centre**  
Painthorpe Lane  
Crigglistone  
WF4 3HW

**Thornes Centre**  
Lawefield Lane  
Wakefield  
WF2 8ST

**Pinderfields  
Hospital PRU**  
01924 298351



**Hospital tuition**  
Children's Ward  
Pinderfields Hospital  
Wakefield WF1 4DG  
01924 541947

**Woodlands Centre**  
College Grove  
Castleford  
WF10 5NS

**Limes Centre**  
Long Causeway  
Stanley  
WF3 4JB

**Wrenthorpe Centre**  
Imperial Avenue  
Wrenthorpe  
WF2 0LW

## Marking Policy 2025-26

Chair of Management Committee  
Signed

### MISSION STATEMENT

At Pinderfields Hospital PRU we will:

- Encourage honesty, respect and trust
- Exercise discipline and self-control
- Feel safe, secure and happy in the school environment
- Develop our confidence and self-image to allow us to achieve our potential
- Ensure everyone is important and valued
- Promote healthy lifestyles
- Encourage understanding and acceptance of individual needs
- Offer continued support for a smooth transition to the next provision



**OFSTED 2023 Overall Judgment = GOOD**  
Leadership & Management = Outstanding  
Behaviour & Safety of Pupils = Outstanding  
Achievement of Pupils = Good  
Quality of Teaching = Good

## The Wrenthorpe Centre

### **Aim**

**To establish a broadly consistent approach to the way work is marked, so that pupils value and have a clear understanding of the process and know how to respond.**

The core aims of marking are to:

- provide opportunities to give praise and encouragement by showing that work is valued
- motivate pupils to produce high quality work and make progress
- teach children to recognise what they and others do well
- help pupils improve work through the setting of challenging, but achievable targets
- allow pupils to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- see if teaching has been effective and inform the next steps of planning

### **Broad Guidelines**

Good marking occurs when it is:

- Clearly related to the aims of the lesson or section of coursework
- Meaningful for the individual child
- Used to inform future planning
- Positive and constructive, with appropriate praise given
- Used to encourage a dialogue between teacher and pupil

**Approaches to marking Due to the nature of our students, it is more effective for them to receive verbal feedback on an individual basis which is beneficial to both pupil and teacher for future planning**

- Marking may be done in the classroom with the pupil or group, so that dialogue can take place and areas of difficulty addressed promptly. This will be obtained through the process of live marking
- A tick and brief comment can be used to indicate that work has been seen. This could be used for short, classroom-based tasks e.g. completion of a worked example in Maths, use of designated vocabulary in English
- Selective self-marking is acceptable, provided that the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards
- Peer marking/assessment allows pupils to become active participants in the assessment process and gives insight into the giving and acceptance of constructive criticism
- Levels/grades should be visible within book and apparent to pupils, especially those needed to support the tracking of pupil progress
- Pupils should be taught to reflect on and respond effectively to teacher comments. This may involve the completion of extra tasks e.g. correction of spelling mistakes. Purple pen should be used by pupils to highlight correction of work
- The condition under which the work was completed may be indicated to aid progress monitoring e.g. test conditions, with adult support, with peer support

All subjects will help to promote literacy within the school, this will be through working alongside the lead teacher of English, as well as SLT to look at strategies in their subject.

### **The Marking Process**

- **Before** a piece of work is undertaken, pupils should be clear what is going to be addressed when the work is marked
- **After** a piece of work, a comment should be written which is motivational and should include at least one area of praise together with next steps by targeting a specific area for improvement or offer guidance on how to achieve the next level or grade  
When appropriate, teachers should indicate clearly which assessment criteria have been met the PHPRU reflection sheet should be used for more detailed feedback
- **Before** the next piece of work is undertaken, it is appropriate to revisit the targets from the previous piece of work, corrections should be highlighted in purple pen

### **Agreed notation for marking**

Green pen should be used for marking purple for pupil corrections. Other colours/pencil should not be used in the marking process

Notation

//        New paragraph required

Sp        Spelling error – word is circled or underlined with sp in margin with the correct spelling. As a guide, a maximum of 5 spelling errors per piece of work (where appropriate, give examples of spelling rules and expect corrections to be completed in line with personalised Literacy Focus)

G - Grammar

P – Punctuation

? Something is missing or unclear or an incorrect use of a word e.g. ‘of’ instead of ‘off’

√ should be used to highlight general points, correct work

-

A summary of this notation is displayed in each teaching area.

### **Early Years Assessment Centre (EYAC)**

**Aim: At EYAC, marking will be used to inform pupils and staff of achievements and evidence of support given.**

In Early Years, all 'work' is annotated with a description of the focus and the processes that the individual child went through to achieve the outcome. As much detail as possible is included in order that we get a comprehensive overview of the developing skills and an indication of the next steps for the child. This will then be linked to the formal assessment criteria on Evisense and BSquared.

### **Forest Wood Assessment Centre (FW) and The Spinney**

**Aim: At FW, marking will be used to inform pupils and staff of achievements and evidence of support given.**

The core aims of marking are to:

- provide opportunities to give praise and encouragement by showing that work is valued
- motivate pupils to produce high quality work and make progress
- teach children to recognise what they and others do well
- help pupils improve work through the setting of challenging, but achievable targets
- allow pupils to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- see if teaching has been effective and inform the next steps of planning

### **Broad Guidelines**

Good marking occurs when it is:

- Clearly related to the aims of the lesson or section of coursework
- Meaningful for the individual child
- Used to inform future planning
- Positive and constructive, with appropriate praise given
- Used to encourage a dialogue between teacher and pupil

**Approaches to marking Due to the nature of our students, it is more effective for them to receive verbal feedback on an individual basis which is beneficial to both pupil and teacher for future planning**

- Marking may be done in the classroom with the pupil or group, so that dialogue can take place and areas of difficulty addressed promptly.
- A tick will be used to indicate that work has been seen. This could be used for short, classroom-based tasks e.g. completion of a worked example in Maths, use of designated vocabulary in English
- Selective self-marking is acceptable, provided that the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards
- Peer marking/assessment allows pupils to become active participants in the assessment process and gives insight into the giving and acceptance of constructive criticism

All pupils will have an EHCP which will be incorporated into all teaching (where appropriate). These are shared with all staff and parents and discussed regularly at staff meetings and pupil review meetings. Ongoing verbal feedback will address these targets as appropriate.

## **The Marking Process**

Work will be marked during and at the end of sessions with pupils. Formative assessments will inform future planning.

### **Agreed notation for marking**

Examples in books and marking in pen will be used

**Notation** (Adults to write in pen so examples are clear)

I - independent HH

- hand over hand S -

support

✓ - acknowledge work

V - verbal feedback

## **Hospital Site Marking Policy**

### **The core aims of marking are to:**

- provide opportunities to give praise and encouragement by showing that work is valued
- motivate pupils to produce high quality work and make progress
- teach children to recognise what they and others do well
- help pupils improve work through the setting of challenging, but achievable targets
- allow pupils to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- see if teaching has been effective and inform the next steps of planning

### **Approaches to marking:**

- Marking is generally done in the classroom with the pupil, so that dialogue can take place and areas of difficulty addressed promptly.
- Self-marking, this will then be checked for accuracy by the teacher.
- Peer marking/assessment allows pupils to become active participants in the assessment process and gives insight into the giving and acceptance of constructive criticism
- Positive comments will be written to highlight areas of good work/achievement.
- Points for development may be given. Time will be given at the start of the next session for the pupil to address these.

## **The Marking Process**

Work will be marked during and at the end of sessions with pupils. Formative assessments will inform future planning.

### **Agreed notation for marking**

Pen will be used to mark; the pen will be a different colour to the one used by the child.

### **Notation**

✓ I – independent    S – support– correct

● - error/area to check and correct    V - verbal feedback    Sp – spelling error

## Limes

**Aim: At Limes, marking will be used to inform pupils and staff of achievements and evidence of support given.**

The core aims of marking are to:

- Provide opportunities to give praise and encouragement by showing that work is valued
- Motivate pupils to produce high quality work and make progress
- Teach children to recognise what they and others do well
- Help pupils improve work through the setting of challenging, but achievable targets
- Allow pupils to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- See if teaching has been effective and inform the next steps of planning

### **Broad Guidelines**

Good marking occurs when it is:

- Clearly related to the aims of the lesson
- Meaningful for the individual child
- Used to inform future planning
- Positive and constructive, with appropriate praise given
- Used to encourage a dialogue between teacher and pupil

**Approaches to marking Due to the nature of our students, it is more effective for them to receive verbal feedback on an individual basis which is beneficial to both pupil and teacher for future planning**

- Marking may be done in the classroom with the pupil or group, so that dialogue can take place and areas of difficulty addressed promptly.
- A tick will be used to indicate that work has been seen. This could be used for short, classroom-based tasks e.g. completion of a worked example in Maths, use of designated vocabulary in English
- Selective self-marking is acceptable, provided that the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards
- Peer marking/assessment allows pupils to become active participants in the assessment process and gives insight into the giving and acceptance of constructive criticism

All pupils will have an EHCP which will be incorporated into all teaching (where appropriate). These are shared with all staff and parents and discussed regularly at staff meetings and pupil review meetings. Ongoing verbal feedback will address these targets as appropriate.

## **The Marking Process**

Work will be marked during and at the end of sessions with pupils. Formative assessments will inform future planning.

### **Agreed notation for marking**

Examples in books and marking in pen will be used

**Notation** (Adults to write in pen so examples are clear)

I – independent

HH -hand over  
hand

S - support

√ - acknowledge work

V - verbal feedback

### **Thornes and Woodlands (TC and WL)**

**Aim: At TC and WL, marking will be used to inform pupils and staff of achievements and evidence of support given.**

The core aims of marking are to:

- teach children to recognise what they and others do well
- provide opportunities to give praise and encouragement by showing that work is valued
- motivate pupils to produce high quality work and make progress
- help pupils improve work through the setting of challenging, but achievable targets
- allow pupils to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- see if teaching has been effective and inform the next steps of planning

### **Approaches to marking**

**First and foremost, marking is for the benefit of the learner, and to be effective, all marking should be meaningful, manageable and motivating. Due to the nature of our students, it is most effective for them to receive verbal feedback on an individual, timely basis and to identify any misconceptions quickly. Some pupils may need a personalised approach to how their feedback is given, therefore some features may not be applicable for all pupils. Teachers and teaching assistants need to use discretion and work with the SEMH needs of the pupils whilst ensuring high quality feedback is given.**

- WL and TC use live marking approaches to ensure that feedback is most effective for pupils. This means that any adults working with a pupil, or group of pupils, are expected to mark using a tick and give verbal feedback. Assessments and any next steps are to be recorded by the teacher.

- Marking of students' work should take place regularly in order to monitor learning and support progress.
- A tick will be used to indicate that work has been seen. A dot can be used for incorrect answers. This could be used for short, classroom-based tasks e.g. completion of a worked example in Maths, use of designated vocabulary in English.
- Selective self-marking is acceptable, provided that the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards
- Peer marking/assessment allows pupils to become active participants in the assessment process and gives insight into the giving and acceptance of constructive criticism
- Pupils are taught and encouraged to edit and correct their work, and when appropriate, use a purple pen to indicate this.
- All adults writing in books must ensure they use correct grammar, spelling and punctuation. It is expected that adults' handwriting models the best practice.
- Marking may be done in the classroom with the pupil or group, so that dialogue can take place and areas of difficulty addressed promptly.
- Adults use green pen when writing in books.

All pupils have an EHCP and IEP targets, and where appropriate, these will be incorporated into all teaching. These are shared with all staff and parents, and discussed regularly at staff meetings and pupil review meetings. Identifying and addressing learning needs is the responsibility of all teachers, and will feed into discussion with the SENCo.

### The Marking Process


Work will be marked during and at the end of sessions with pupils. Marking and feedback may relate to written work, oral work, creative and practical tasks. Formative assessments will inform future planning from our progressive curriculum. This will then be linked to the formal assessment criteria on our online assessment system BSquared.

### Agreed notation for marking

Tasks in books will include headers that include all key information. These are regularly reviewed and developed to suit the needs of the children.

Known spellings that are written incorrectly are to be indicated with a 'SP'. A maximum of three spellings per piece of writing will be highlighted.

The headers indicate the level of support the child has received, the child's engagement in the lesson, the adult they have worked with and a comment which indicates both the staff and children's assessment of the learning. An example of this is below.

Learning objective:		DATE:
Level of support:		
Independent		
1:1 support		
Group work		
Supported by:		
Comment:		
Fully engaged	Encouragement	Partially engaged
Lower Demand	Did not Engage	