



THE CRYPT SCHOOL MARKING POLICY

Lead Person: Deputy Head (Academic)
Governing Body Committee: Pupil Education and Outcomes

Introduction

Teachers providing regular marking, alongside other assessment approaches, helps ensure high standards of written work, and provides opportunities for teachers to provide feedback and students the opportunity to reflect on their learning.

At The Crypt we recognise that assessment, marking and feedback are all essential in ensuring students make positive progress through the academic year. The school also recognises the impact of marking on staff workload and agrees with the 'Reducing Teacher Workload' findings (Department for Education, 2016). It is our intent that marking practices should be sustainable in our context as a grammar school where students can produce significant volumes of written work, the need to produce stimulating and academically rigorous lessons, along with a high level of extra-curricular activities.

Formal Summative Marking

In Year 7 and 8, students are assessed using formal summative tests once at the end of the academic year. In Year 9, students are assessed using formal summative tests twice during the academic year. All these tests are held in classrooms.

In key stage 4 and 5 (year 10 to 13) students are assessed using summative examinations twice per year. At least one of these is usually held under formal JCQ Regulations (usually in the school hall) to ensure students are well prepared for their actual GCSE and A-level examinations.

The timing of the tests and examinations can be found on the school's calendar and will be shared with parents/carers at the start of each academic year. These formal summative tests and examinations will be synoptic, covering multiple topics, sat by the entire cohort to encourage long-term learning in each subject.

For the majority of subjects, these marked pieces will be written, however some subjects, such as art, drama and music, are likely to include a practical element.

Following the completion of these summative tests/examinations, a formative comment is written on the marked work, and a subject specific target is set to enable students to make progress. These may be indicated using a marking grid and can be provided as a separate document as needed. Where

teaching groups are shared between teachers it must be clear which teacher has marked which piece of work. The teacher should include a comment on the student's effort if it is either particularly good, or needs improvement. Where appropriate, teachers are encouraged to award students merits on Bromcom for their work. After the formal test has been marked and returned, teachers will ensure there is D.I.R.T (Directed Improvement & Reflection Time) with evidence of actions that students have taken to improve.

Marking can be handwritten, electronically written (for example, on google classroom) or recorded verbally (e.g. using Mote). Teacher marking should be easily identifiable e.g. in red pen, or initialled if it is online. Marking should be accessible on request by Heads of Department or Senior Leaders as part of the school's monitoring processes.

Marks from any formal assessed pieces of work will then be entered on a shared electronic departmental mark book (saved on the staff google drive) each term so progress overtime can be monitored by the HoD. Following these major formal tests/examinations, Heads of Department should use the results to evaluate the effectiveness of teaching in their department and teachers should use results to inform future planning to support learning.

For KS4 and KS5, summative examinations should be marked using GCSE or A-level grades respectively. Evidence suggests that grades should be given after feedback has taken place. For KS3, students will be given a % for written tests, rather than a grade.

Students should be aware that the examinations in Year 11 and 13 could form the basis of any Teacher Assessed Grades (TAGs) should there be any reason for examinations to be cancelled. The papers from these formal examinations will be retained by the Head of Department until the student has set their actual GSCE or A-level. The school will collect any information on whether the student's performance was affected by an event such as an illness or family bereavement.

Other types of formal marking

In addition to the summative tests/examinations that take place every year, there will be other marked pieces of work that take place periodically, where pupils are given specific individual feedback. It is for the Head of Department to determine the format and exact timing of these marked pieces. To ensure a level of consistency Appendix 2 outlines the frequency of this type of formal marking and which terms they should occur within.

For Years 7 and 8, the type and quantity of marking will be outlined by the Head of Department for that subject. For some subjects this will be tests held periodically throughout the year following the completion of topics. For other subjects, particularly creative subjects, it allows teachers to set project-based work. Heads of Department will submit their marking plan for these year groups to the Headmaster and their SLT line manager as part of their annual department review.

For other year groups, the details of the formal marking requirements are provided in Appendix 2.

Where there is more than one piece of formal assessed work marked each term, these should be spaced as evenly as possible within the term. In Term 1, the first piece should be marked within the first four weeks of the start of term to allow for initial summative assessment. The spacing of marked

work allows regular feedback to students so that they can respond to targets given and make good progress.

As these pieces are marked by teachers, results should be entered on the shared electronic department mark book, feedback given and DIRT time provided to students during a lesson or set as homework.

Parents/carers and students should understand that not every piece of classwork or homework will be individually marked.

The Crypt has embraced the use of digital technologies, particularly the use of Google and their associated educational packages. These technologies provide an opportunity for additional assessment whilst streamlining teacher workload. In addition to the more formal assessed pieces of work outlined above, teachers are encouraged to use appropriate subject-specific digital tools to enhance the progress made by students. AI can be used to mark “low stakes” tasks such as quizzes or homework, but teachers must check the results for accuracy (DfE guidance June 2025).

Expectations of students

Before students hand in work for marking, they should be encouraged to evaluate their work against the success criteria and, where possible, evaluate the work of their peers. By doing this they:

- understand the role played by success criteria in the marking process;
- reflect on the effectiveness of self-evaluation in terms of their own learning;
- have the opportunity to check their work for spelling, punctuation and grammar. This is particularly important in Years 7-9 so they get into good habits.

Following the return of work, students are expected to study the teacher’s comments and then set personal targets (this is to be done in green pen). Marks and/or grades for assessed, or graded, pieces of work should be recorded by the student in their subject tracker sheet which will be in their exercise book or folder. Students are expected to have their trackers on them during lessons so they can be checked regularly by the teacher, or other senior staff.

Students should take pride in their work; books/folders should be neat, with work clearly titled, dated and worksheets stuck in. Where students use peer or self-marking, they are expected to use green pen.

Expectations of Heads of Department

Heads of Department are required to ensure there are adequate marking and assessment opportunities in their Schemes of Work. They are required to take the lead in producing tests and examinations, using examination papers provided by exam boards where relevant. Heads of Department can delegate this responsibility to appropriately experienced colleagues.

Heads of Department, working with teachers, will also ensure there is a tracker provided to all students, where students record their marks or grades so they can monitor their own progress.

Where teachers share a teaching group, it is for the Head of Department to determine how this marking is divided between teachers. It is also for the Head of Department to determine any additional marking requirements, which may or may not be graded. For some subjects, the additional marking is likely to be linked to coursework, or in scientific subjects this marking may be linked to the practical endorsement.

Heads of Department are required to communicate to the students (via Bromcom) a minimum of 3 weeks in advance of formal tests/exams what course modules/areas will be tested. The detail provided will vary depending on the year group, recognising that as students progress up through school, the expectations for the overall coverage in these formal tests/exams is likely to increase.

Heads of Department are required to take the lead in monitoring standards and the impact of marking, assessment and feedback across their department. For exam groups, they should ensure teachers are adequately trained in understanding exam marking.

Heads of Department are responsible for retaining Year 11 and 13 formal marked examinations in case the school were required to submit a Teacher Assessed Grade (TAG) to the exam board in the event of cancellation of summer examinations. With this in mind, Heads of Department, should also ensure that moderation practices are particularly robust for examination groups.

Expectations of classroom teachers

Classroom teachers are responsible for ensuring they meet the minimum standards for marking, following guidance provided by their Head of Department. Heads of Department will usually delegate responsibility for communicating directly to students about formal tests/exams to the classroom teacher.

There is no expectation that teachers will mark exercise books or files. However, exercise books and files are expected to be neat, with work clearly titled, dated and worksheets stuck in, and therefore these should be checked by teaching staff during lessons, and time provided during lessons for this purpose. Likewise there is no expectation that teachers should mark every piece of homework as this has significant workload implications. However, it should be recognised that students have taken significant time to complete homework and therefore it should be checked and their effort rewarded. Where teachers chose not to mark homework themselves, then it should be self or peer marked.

Teachers are expected to ask for support and guidance from their Head of Department if they are unsure how to implement any aspect of this policy.

Expectations of the Senior Leadership Team (SLT)

SLT will carry out quality assurance processes, which include, but are not limited to, learning walks, book trawls, student surveys and interviews, SLT reviews and annual department reviews.

Reporting to parents/carers

Marks or grades will be reported home to parents/carers following each major summative test or examination as outlined in the school calendar. Parents are also encouraged to view their children's trackers in their folders or exercise books for recent assessment data.

For subjects that have written tests in Year 7, 8 and 9, the students' result (as a %) in the formal summative test will be reported home. Additionally the cohort's results are divided into thirds, and parents/carers are provided with the percentage range in each third of the cohort. An explanation will be provided to parents that suggests how these results might link to grades at GCSE.

For subjects that are predominantly practical in their nature in Year 7, 8 and 9, the students will be awarded a working level:

W+ : Working above expected level

W= : Working on the expected level

W- : Working towards the expected level.

Each department has determined the 'end points' for students within a particular year group. These are reported on the school website for parents to access (on Programmes of Study). The working level of students' practical skills is compared to these end points to determine whether they are working above, on, or towards the expected level for the practical subjects.

Where students are working below the expected level, teachers will provide a target for improvement and interventions will also be put into place. In the first instance, this will be with the class teacher. Then, if it is deemed necessary, the Head of Department will provide further intervention.

For Y10 to Y13, grades from the summative tests will be reported home along with a target grade. For Y10 and Y11, target grades are determined using Key Stage 2 test results as well as historic performance at the school and teacher professional judgement. For Y12 and Y13, target grades are determined using GCSE test results as well as teacher professional judgement. The majority of target grades will remain for the entire year, however on occasion teachers may change these grades in consultation with students and/or parents. The targets are reviewed at the end of year 10 and 12, ready for year 11 and 13 respectively.

When parents receive data from school it will include an effort grade for the period of time since the start of the academic year or since the last effort grade was awarded.

The effort grades used are:

Ex: excellent

Gd: good

RI: requires improvement

Con: concern

If an RI or Con is given to any student, then a comment will also be recorded detailing why.

If there are concerns with either conduct or homework these will also be reported home alongside the effort grade.

Approved by Pupil Education and Outcomes Committee: June 2026

Review cycle: 1 year

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Appendix 1

In order to speed up marking, the following marking annotations are likely to be used in student's work:

Annotation	Meaning
✓	correct
X	incorrect
✓✓	very good
Sp + incorrect letters circled in the word	incorrect spelling, student to write out correct spelling three times
Gr	incorrect grammar, student to rephrase sentence
www	What went well
ebi	Even better if
NP + // in the student's work	start a new paragraph
BOD	Benefit of the doubt
TV	Too vague
^	omission
?	unclear meaning
P	faulty punctuation
irr	Not relevant

Appendix 2 - Summary of marked pieces of work

The following table outlines the marking requirement in each term for each year group. The exact timing of summative tests and exams is provided in the school calendar. In addition to the marked pieces below, teachers are expected to use other assessment mechanisms for ensuring students make strong progress across the year. Where Summative Tests take place just before a holiday (either half term or a term break) HoDs can determine which term the test piece contributes towards, so long as the overall total number remains the same.

Year	Subjects	Term 1/2	Term 3/4	Term 5/6	Total no. of marked pieces
Y7	All subjects	The exact marking to be carried out by each teacher is outlined in the department marking guidance. In addition, there is a summative test piece at the end of the year which will take place according to the school calendar.			2+
Y8	All subjects				
Y9	All subjects except English & Maths	1 piece + Summative Test (mid-year)	2 pieces	Summative Test (end of year)	5+
	English & Maths	2 pieces + Summative test (mid year)	2 pieces	Summative Test (end of year)	6+
Y10	All subjects	3 pieces	Summative exams	Summative exam* (end of year) + 1 piece	6+
Y11	All subjects	2 pieces + Mock Exam*	Mock exam* + 1 piece		5+
Y12	All subjects	4 pieces	Summative exam +1 piece	Summative exam* (end of year)	7+
Y13	All subjects	3 pieces + Summative exam (in classrooms)	Mock Exam* + 1 piece		6+

*Tests/Exams held in formal examination conditions in the school hall (or similar location)

Y11 Exams in December and March, and Y13 Exams in Term 2 and 4, should test a substantial percentage of the course so students are accurately assessed.