Miller House
SCHOOL

MARKING & PRESENTATION POLICY

Reviewed Date: Sept 26
Policy: Marking and Presentation Policy
Next Review: Sept 27
Revised by: Kerry Harris

Introduction

At Miller House School, we recognise that many of our Key Stage 3 and 4 students have experienced barriers to learning due to Social, Emotional and Mental Health (SEMH) needs, gaps in education and low confidence as learners. Our approach to marking and presentation reflects our commitment to creating a supportive, consistent and inclusive learning environment where all students feel safe to take risks, develop independence and experience success.

Marking at Miller House School is designed to be purposeful, clear and supportive, helping students understand what they have done well and what their next steps are. Feedback focuses on encouragement, effort and progress, recognising that for many of our learners, engagement, resilience and participation are as important as the final written outcome. Staff use marking to celebrate achievements, guide improvement and reinforce positive learning behaviours.

Our marking approach also recognises that students may require different levels of support, including verbal prompting, modelling, guided work or 1:1 assistance. Where appropriate, staff will annotate work to show the level of independence demonstrated, ensuring that progress can be accurately understood and celebrated.

Presentation expectations at Miller House aim to promote pride in work while remaining realistic and flexible to meet the needs of SEMH learners. Students are supported to organise their work clearly, develop basic academic routines and build confidence in recording their ideas.

This policy ensures that marking and presentation across Miller House are consistent, manageable for staff and meaningful for students, supporting our wider aim of helping learners develop the skills, confidence and independence needed for their future education and pathways.

School 'Marking' Scheme

1. Read the lesson **Learning Objective** (L.O)
2. Date and Learning Objectives to be clearly recorded in books
3. **Mark *all* work against the Learning Objective**
4. Use a **green pen** when marking - can be **blue** in exceptional circumstances, i.e. colour blind student. Students can self correct using purple.

The staff working with the student during the task to write the comment against the learning objective.

5. Use the **correct code** to identify who has marked the work and the level of input:

Code	Meaning	When to use
I	Independent	Student worked alone
S	Supported	Some adult prompts or reminders
1:1	One-to-one support	Adult working directly with the student
M	Modelled	Adult demonstrated the work first
C	Copied	Student copied from whiteboard/adult
D	Dictated	Adult dictated sentences or answer
VP	Verbal prompt	Adults verbally prompting to support learning
GW	Guided work	Adult has guided student throughout the learning

Multiple codes can be used to evidence how much support was given
Eg
C (1:1) – Copied from a whiteboard with 1:1 adult support
C / GW- Copied from board with guided support

6. Tick correct answers ( )
7. Ensure all comments are **legible** and **student friendly-** marking should set standard expected of students.

Alterations and Alternatives
Key Stage 3
1. 'Next step´ comment only required if activity would lead into new task based on same assessment skills/focus.

Key Stage 4
1. All marking for examination courses should follow **guidelines set by the awarding body.**
2. Comments to be made in line with the **awarding body**, for e.g. If it is expressly forbidden to leave a comment that will guide a student, it should not be made.
3. However, a summary of learning comment should still be made.