

MARKING AND FEEDBACK POLICY

PURPOSE

- To praise and acknowledge achievements and progress.
- To provide impactful feedback which results in improvement.
- To inform future planning, target setting, and grouping.
- To encourage an independent and positive approach to learning.

DEFINITIONS

Marking: Indicates if something is correct or incorrect, usually with a tick or an X. Marking does not in itself constitute feedback.

Feedback: Opportunities provided to develop learning for the future, addressing where the student is, where they are going, and how to get there.

ROLES AND RESPONSIBILITIES

Stakeholder	Responsibilities
Principal & SLT	• Ensure this policy is understood, implemented consistently across the school, and reviewed annually. • Provide staff training and professional development in effective feedback practice. • Monitor the quality and impact of feedback through book scrutinies, learning walks, and Planning for Progress meetings.
Middle Level Leaders	• Monitor the quality and consistency of feedback within their year group or subject area. • Ensure the policy is being effectively implemented. • Provide coaching and support to staff where needed.
Class Teachers	• Provide regular, personalised, and impactful feedback based on individual needs. • Create an atmosphere in which pupils are motivated to learn from mistakes. • Develop pupils' understanding of the feedback cycle. • Ensure pupils have time to respond to feedback and do so appropriately. • Use a range of feedback strategies (see Appendix 1).
Students	• Respond to feedback in blue pen/pencil (always pencil in maths). • Engage with success criteria and take ownership of improvement. • Participate actively in self-assessment and peer-assessment activities.

WHY WE GIVE FEEDBACK

Feedback is one of the most powerful tools for ensuring that pupils make maximum progress. To achieve this, it has to be done effectively. Feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are the goals?)
- How am I doing? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?)

HOW WE GIVE FEEDBACK

Live Verbal Feedback

Verbal feedback is more powerful than written feedback and it is at its most impactful during the lesson as the children are working. Teachers should endeavour as much as possible to give feedback in this manner. When verbal feedback has been given, there should be an evident response from the pupil in their book.

If verbal feedback has been given and pupils have corrected or edited their work, this work does not then need to be formally 'marked' by teachers. There is no expectation for teachers to document that verbal feedback was given.

Written Feedback

There is no expectation for written feedback on all work. If a teacher feels written feedback will be impactful, they can choose to record feedback in pupils' books using a green pen and legible handwriting. The guiding principle is: 'Feedback should require more effort from the students to respond than it does for teachers to give it.'

Pupils' Response to Feedback

Children should respond to feedback using blue pen or pencil (always pencil in maths). Children must be given the time and space necessary to respond to feedback.

SECONDARY MARKING AND FEEDBACK

In Secondary, marking and feedback should be aligned to subject-specific assessment criteria and examination mark schemes where applicable. Subject teachers are expected to:

- Provide written feedback that is specific, actionable, and linked to the assessment criteria.
- Use subject-specific marking codes and annotation styles agreed within the department.
- Ensure students have time to respond to feedback before the next assessment.
- Use DIRT (Dedicated Improvement and Reflection Time) sessions where appropriate to allow students to act on feedback in class.
- Align feedback with GCSE and IGCSE mark scheme language from Key Stage 4 onwards.

INCLUSION

Where appropriate, feedback should relate to a pupil's individual targets as outlined in their IEP. The method of feedback should be accessible to the pupil. For students of determination, the Inclusion Team works with class teachers to ensure feedback is appropriately differentiated and delivered in a format that supports the student's learning profile.

SELF-ASSESSMENT AND PEER FEEDBACK

Self and peer-assessment have an enormous impact on progress. Pupils need to be explicitly taught how to assess work and how to provide feedback for others. All peer and self-assessment should be linked to the success criteria. There should be evidence of self-assessment and peer-assessment in books.

FEEDBACK STRATEGIES — APPENDIX 1

Strategy	Description
Live Verbal Feedback	Immediate, in-lesson feedback during work time. Most impactful form of feedback.
Whole Class Feedback	Teacher reviews all work, identifies common misconceptions, addresses in next lesson. Students self-edit.
Group Feedback	Students grouped by need. Teacher gives each group targeted feedback and suitable consolidation tasks.
Self-Grouping	Students read their work and independently identify which feedback group they belong to. Promotes metacognition.
The Box	Teacher draws a box around one section and marks that in detail. Student applies feedback to the rest of their work.
Seesaw / Digital Feedback	Written, voice-recorded, or video feedback left on digital work. Particularly engaging for younger students.

FOUR LEVELS OF FEEDBACK — APPENDIX 2

Level	Purpose & When to Use
Task	Direct feedback for surface knowledge. Correct/incorrect responses, more tasks needed, or further information required.
Process	Develops learning strategies and error detection for students more secure in their learning.
Self-Regulation	For confident students with deep understanding. Requires self-evaluation and reflection on how feedback can improve their work.
Praise	Comments praising outcomes. Best given separately from feedback; praise should focus on effort, not just outcome.

OPTIONAL MARKING KEY — APPENDIX 3

Symbol	Meaning
ABC	Capital Letters
.	Full Stop
[space]	Finger spaces
SP	Spelling (write correct spelling; child copies 3 times)
SS	Seesaw
P	Punctuation
T	Target met
//	New paragraph needed
VF	Verbal Feedback
TS	Teacher supported
I or S	Independent (I) or Supported (S)

Authorised by: Principal
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