



Marking and Feedback Policy

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0.1	Marking and Feedback Policy	Final	SLT	Principal/Vice Principal	August 2025	August 2025	August 2026
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Aim

The aim of this policy is to ensure a clear understanding of the purposes, procedures, and processes of effective marking and feedback in order to maximize progress and support students in their learning.

Effective marking and feedback are integral to outstanding teaching and learning processes at Newlands. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

The guidelines for effective marking and feedback aim to:

1. Inform the student what they have done well and what they need to do to improve.
2. Support student confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of individual students as part of thorough assessment of learning procedures, in order to plan and refine the next steps in learning.
4. Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning.
5. Ensure teacher feedback is effective and purposeful to the individual needs of each child.

Marking and Feedback in Primary and Secondary

"Feedback is information given to the student about the student's performance relative to learning goals or outcomes. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation. This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers." (EEF)

The main aims of the Marking and Feedback Policy are;

- To recognise and share the success of a student's learning
- To give effective feedback which is; specific, accurate and clear
- To move the learning forward by providing students with constructive feedback
- To enable students to respond to feedback which they can put into practice and impacts the progress made within future lessons

"The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time." (Dylan William)

Live feedback and marking; Teachers are to give **live feedback** through the use of a green and pink highlighter (if work is completed in a book) to indicate success (green highlighter) and incorrections for review (red highlighter) and provide immediate written/verbal feedback to the student so that they can respond to and make further progress. **Responsive teaching** plays a large role within lessons, as teachers regularly **check for understanding** and give **immediate feedback** before moving the learning on. Examples of this can be verbal; hints and tips, modelling and scaffolding next steps.

Deeper marking and feedback; Deeper marking and feedback of work is to be completed at the end of a 2-week unit or where else appropriate. The emphasis is on **feedback** to move the learning forward. Mistakes/errors are identified using the specific symbols for math, English/science. A star is given to affirm achievement of something the student has done well. A 'step' is given for which the student should respond to either immediately or over-time, depending on the type of feedback given. Teachers provide marking and feedback using a blue pen and students to respond in purple pen.

Whole class feedback; Whole-class feedback happens regularly. The teacher will read through a section of work from most/all books. The purpose of a feedback session is to provide the following:

- Re-teaching and correcting of common errors and areas of weakness
- Opportunity to correct misconceptions and gaps in learning
- Timely feedback
- Development of a student's ability to self-assess
- Verbal feedback to whole class and individuals
- Time to reflect, consider and action next steps
- More effective teacher led feedback
- Feed into collaborative planning sessions to support further planning
- Praise student achievement and share best practice/examples of work

Teachers should regularly read the students' written work and provide whole-class lesson feedback. It is essential for students to spend time **reflecting on and actioning improvements (DIRT)**. Feedback sessions should be purposeful and students should be working on their own in silence. This time will also allow the teacher to circulate and provide individual feedback for identified students.

Mistakes and errors;

- Corrections to be responded to by students in English are indicated in the margin. In Primary, 'sp' circled for spelling mistakes/errors, 'g' circled for grammar mistakes/errors and 'p' circled for punctuation mistakes/errors. Students are required to then identify the mistake/error and put a corrected spelling list at the end of the marked piece of work.
- Corrections to be responded to by students in Maths are indicated by circling the sum. Students are to respond by repeating the sum to find the correct answer.

***Errors are to be recognised and addressed as misconceptions and retaught by the teacher. Careless mistakes are to be self-assessed and recognised by the student.**

Marking for Presentation: Very high standards of presentation should be set, with neat handwriting, organised work, titles, dates (long date only for English) and subheadings underlined with a ruler. Pencil should be used in the main, with purple for self-assessment and red as peer assessment. Students should save paper by ruling off for next lesson, unless they finished a page. They should start writing at the margin and write on the line. Crossing out should be a single neat line. Sheets should be filed or glued into books. Diagrams and drawings should be completed with pencil. There should never be graffiti or doodles.

Pen Guide:

Student Work	Black Pen/pencil
Peer Marking	Red Pen
DIRT – students follow-up work	Purple pen
Treacher`s Feedback	Green Pen

“Most discussions of assessment start in the wrong place. The most important assessment that goes on in a school isn’t done to students but goes on inside students. Every student walks around with a picture of what is acceptable, what is good enough. Each time he works on something he looks at it and assesses it. Is this good enough? Do I feel comfortable handing this in? Does it meet my standards? Changing assessment at this level should be the most important assessment goal of every school. How do we get inside students’ heads and turn up the knob that regulates quality and effort.” (R. Berger - ‘An Ethic of Excellence’)

Responsibilities

It is the responsibility of teachers to ensure that the policy guidelines are consistently carried out, including response to feedback tasks.

It is the responsibility of all staff working with students to ensure the marking code is consistently adhered to across the school.

Each subject/ vertical/ year leader has the responsibility for monitoring that the policy guidelines are being consistently carried out in their particular subject area. This will be monitored by ‘book looks’ and in lesson drop ins.

The Heads of Phase have the responsibility to ensure that there is consistency of marking across the Primary and Secondary. This may be monitored at any time throughout the academic year by looking at the class workbooks. It is the responsibility of phase leaders to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school

Likewise, the Head of Inclusion has responsibility to ensure the policy is appropriately adapted and implemented for SOD students.

Digital Marking and Feedback

Teacher feedback and student reflection is of utmost importance when/if Distance Learning is required. In addition to checking in on academic learning, it is important to check in on students' well-being and their overall distance learning experience. Simple questions can prompt students to share their feedback:

- What's working?
- What's not working well?
- What would you recommend?

Digital forms of feedback, including text, audio and video, will be provided wherever possible on both formative and summative assessments. This will include teacher feedback to individual students, teacher feedback to groups and cohorts, and peer feedback.

- Marking and feedback of assessments and homework assignments should be prompt- within 2 days of being submitted.
- Written feedback on homework and other written assignments should not be restricted to a simple 'correction' and/or a one-word comment.
- It should be encouraging in overall tone.
- It should identify what the student has done well in respect of meeting the learning objective/outcome.
- Areas for further development/improvement should be clearly explained.
- Marks/grades and feedback will be recorded.

Equality of Opportunity

All students are entitled to have their work marked in accordance with the school's guidelines.

SOD and Inclusion

Effective feedback and marking must be accessible to all students and will reflect their individual needs and abilities. This may mean writing comments for specific students in an accessible colour, supporting students to read comments or recording verbal feedback and response. Such requirements should be identified in a IEP, and discussed with the Inclusion team, as required.

Students' progress towards their targets and should be clearly recorded in their IEP. Progress towards each target should be recorded at least once a week, this may be in the form of marked Student work or alternative feedback recorded in their IEP. Students should all use their student-friendly learning plan termly to comment on and record their own progress.

Longer term progress should be recoded on the IEP (which has been shared with parents).

Guidelines Review

At the end of the summer term (Term 3), 2026 the guidelines will be reviewed as well as being reviewed in line with the school's cycle of policy reviews.