



Lancaster
High School

Ambition • Kindness • Service

Feedback and Marking Policy

2025-26



THE BAY
LEARNING TRUST



Document Control

Date effective from	27 January 2025
Date of next review	1 January 2027 (pending Governor approval)
Status	Statutory
Owner	Lancaster High School
Version	1.0

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1.The Purpose of Feedback and Marking

Our assessment policy sets out the many ways and means that we assess pupils' learning. When we are clear about how pupils are learning, we give them feedback to affirm the positive progress that they are making and give specific guidance to support them to make further progress. We feedback to pupils in a verbal and written format.

2.Types of Feedback

1.1 Verbal Feedback

Feedback that affirms learning:

It is vital that we give pupils feedback that supports them to understand when they are doing well. This should serve to increase their confidence, show them that they are valued and motivate them to improve. When giving affirming feedback, we need to be clear about what the pupils have done well and why it is important. We will give affirming feedback when:

- Pupils have demonstrated that they have gained and retained **knowledge** from their learning
- Pupils have demonstrated that they are learning, mastering or have secured a new **skill**
- Pupils are demonstrating excellent **behaviours for learning** (eg effort, resilience, contributing to discussion etc.).

Feedback that supports improvement:

It is vital that we give pupils feedback that supports them to understand how they can improve. This feedback needs to identify specific and tangible steps that they can make to improve their learning. We will give feedback that supports improvement to:

- Correct misconceptions or fill a gap in **knowledge** from their learning
- Support the improvement of a **skill**
- Support improved **behaviours for learning**.

1.2 Formative Written Feedback

It is important that we mark pupils' books because:

- i) It shows them that we value their books; this will further encourage them to take pride in their work
- ii) Exercise books are pieces of evidence that show us how pupils are progressing and achieving in a given unit or over a longer period of time
- iii) It further supports our understanding of the level of effort that pupils are putting into their work
- iv) It helps teachers to plan for future lessons where they might address misconceptions or accelerate progress
- v) Pupils can immediately act on teacher feedback and improve their work
- vi) We can support pupils to improve their spelling, punctuation and grammar.

When giving written feedback we will:

- Not give a specific grade at KS3
- Not routinely give specific grades at KS4, although it may sometimes be necessary. Giving the total number of marks gained however, may be effective in supporting an understanding of how they have progressed over time
- Identify WWW (what went well). This element of the feedback should be specific and allow each pupil to see the strengths in their work. This will allow pupils to replicate this element of success in future pieces of work
- Identify EBI (even better if). This will be a precise, specific and tangible piece of feedback that supports the pupil to improve the piece of work that has been marked. At Key Stage 4, EBI comments should routinely be taken from examination success criteria. It is important that the pupil, with minimal support from the teacher, can act on this feedback immediately
- Give specific time within a lesson, ideally at the start of the lesson, to carry out the improvement task that has been identified. We call this DIRT, directed improvement and reflection time. Pupils will complete this work in purple pen to support both themselves and teachers to see how they have improved in their learning. Any DIRT tasks do not require additional marking but should be

- acknowledged. Remaining misconceptions can be addressed with verbal feedback to the individual or whole class.

Frequency of written feedback:

Written feedback should be manageable for teaching staff. Schemes of learning will outline which pieces of work will be marked in line with the following guidance:

- Not every page in a pupils' book should be marked
- Specific and substantive pieces of work should be marked that have been carried out in controlled conditions where a pupil has been able to demonstrate their learning
- Heads of Department will provide an assessment calendar to support staff in managing the marking workload.

Forms of written feedback:

Heads of Department may choose to direct the use of specific mark sheets, stickers or feedback forms that support the principles of this policy being secured. Feedback should be personalised and specific. In case of whole class misconceptions, whole class feedback sheets may be used.

1.3 Summative written feedback

The purpose of summative written feedback will be to demonstrate the level that pupils have achieved at a given end point.

When studying in Key Stage 3, the summative mark will indicate if the pupil has reached the expected standard. A pupil will be told if they have reached the expected standard at the end of each unit of work.

When studying in Key Stage 4, the summative mark will indicate the GCSE grade that a student is achieving. The frequency of these marks will be determined by each Head of Department and may be reported to parents instead of recorded in a pupil's book.

3. Marking for Literacy

The teachers' standards (Standard number 3), states that every teacher must:

'Demonstrate and understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.'

High standards of literacy are essential for everyone to live their lives to the full. One way we will support improved levels of literacy is through the marking of pupils' work.

Teachers will use appropriate judgement in marking literacy, with the intention being that the marking leads to improved standards of literacy. Not every page will be marked for literacy and priority will be given to common errors and key subject specific vocabulary.

The marking symbols on the following page should be used when marking for literacy.

Marking should be carried out in red pen only.

Symbol and meaning	Action by teacher	Action by pupil
 Spelling error	Write the symbol over the word that is spelt incorrectly. Write the word correctly in the margin	Writes out the word three times underneath the correction in the margin.
 Capital letter error	Write the symbol over the letter that has a capital error. Write the word correctly in the margin	Writes out the word three times underneath the correction in the margin.
 Punctuation error	Write the symbol over the letter that has a punctuation error. Write the word correctly in the margin	Writes out the word three times underneath the correction in the margin.
 New paragraph	Write the symbol at the point a new paragraph should have been started.	No action
 Missing word	Write the symbol over the letter that has a missing word. Write the word in the margin	Writes out the word three times underneath the correction in the margin.

4. Additional Tips to Support Pupil Progress

- Make sure that pupils are aware of the piece of work that will be marked prior to them beginning it. This will support them to demonstrate their best work when completing the task
- Give pupils specific time to read through and review what they have written. You may choose to give specific guidance for this review which could include:
 - i) Check that all names of people and places have capital letters
 - ii) Check that you have spelt these three words correctly
 - iii) Check that you have used the correct quote marks, “ “ or ‘ ‘
- Plan, with your Head of Department, for assessments to be completed at points that will not give you a significant marking load
- Standardise your marking by joint marking a few pieces with a colleague
- Use the specific assessment criteria that has been provided by the department only
- Consider if there are opportunities for peer assessment during the unit. These opportunities must have specific criteria for pupils to use.