



Kidsgrove
Learning Campus
INSPIRE INNOVATE CREATE



Marking and Feedback Policy

Drafted By
Date of Approval
Approved By
Review Date

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Rationale

It is integral to provide meaningful, consistent and constructive feedback to students, focusing on success and next steps against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what they need to be able to do. The aim is to ensure that the marking and feedback process supports students in their quest to make progress over time, whilst being timely, focused and meaningful.

To support teaching and learning all marking and feedback should be underpinned by the same approach that underpins our lesson planning and structure:

- What do students already know?
- What do students need to know?
- How will they get there?

Responsibility of the teacher

1. Quality of assessment and feedback:

Teachers are responsible for ensuring that their assessments and feedback are timely and of high quality. Through continuous reflection, review, and action, as outlined in the assessment policy, teachers must ensure that both verbal and written feedback are of a high standard, aligned with success criteria, and include improvement and/or further developmental activities for students.

Teachers are to provide formal written feedback in student workbooks for each child that they teach, in red pen once every 6 weeks. This will usually be focused on an exam style question (key stage 4) and an extended response (Key stage 3).

2. Forms of feedback:

Feedback may be provided in various forms, including personal or whole-class feedback. Students are required to use a green pen to correct:

- Spelling or grammar errors.
- Language development, including the use of subject-specific key words and more descriptive vocabulary.
- Incorrect work.

3. Student engagement with feedback:

Teachers must provide opportunities and adequate time for students to respond to feedback using a green pen where appropriate. It is also the teacher's responsibility to review student's responses to feedback, acknowledging their efforts and ensuring their progress. Students are required to respond to feedback by:

- Extending or further developing answers.
- Rewriting pieces of work.
- Completing incomplete work.

4. Planning and addressing misconceptions:

Teachers will use a variety of techniques to check understanding and identify misconceptions. These will be addressed within the teacher's lesson planning and on a longer time frame, the schemes of work.

5. Monitoring and Intervention:

Teachers will maintain a messy mark book to identify students who are excelling or those who may need additional support. These observations will be discussed in faculty meetings (RRA meetings) to facilitate timely and appropriate interventions, share best practices, and provide support. Staff will share messy mark books in a timely manner in line with the School's QA calendar.

Responsibility of the Subject Leader

Monitoring and quality assuring: It is the Subject Leader's responsibility to monitor the quality of performance assessment within their curriculum area, ensuring that the quality of performance assessment and feedback is meaningful and personalised. Subject Leaders will conduct formal reviews of students work within each of the key stages in line with the whole school quality assurance process. It is also the expectation that Subject Leader will be continually monitoring and evaluating the quality and frequency of feedback in student's books in accordance with this policy. It is the expectation that the format of this monitoring be both regular and rigorous.

Responsibility of the Senior Leadership Team

It is the role of the Senior Leadership Team to support the Subject Leader in quality assuring continuous reflection and assessment within that curriculum area. It is the expectation that they too, will be continually monitoring and evaluating the quality of feedback in addition to and alongside the Subject Leaders.

They will triangulate the quality assurance process and are responsible for ensuring the high standards of continuous reflection and assessment expected at The Kidsgrove Secondary School are adhered to within their curriculum area. Ultimately, they are accountable for the quality of assessment and feedback.

They will facilitate the use of RRA meetings to address feedback, marking and interventions accordingly.

What are the principles that guide the approach to feedback and marking?

Feedback and marking should:

- be manageable for teachers and accessible to students.
- relate to the learning objectives and success criteria.
- give recognition, praise and rewards for achievement and presentation.
- offer clear personalised strategies for improvement.
- be regular and returned to students promptly for the feedback to be relevant.
- allow specific time for students to read, reflect and respond to marking.
- inform future planning.
- ultimately be seen by students as a positive approach to improving their learning.

Checking of knowledge, feedback and marking

Through continuous checking of knowledge and understanding, students will be monitored throughout lessons and through the work they produce.

Continuous review is the regular and constant use of feedback that happen in all lessons, mostly in informal scenarios which a teacher will use to immediately address misconceptions and close gaps in knowledge.

Strategies that a teacher might use to formatively assess are:

- Retrieval and review
- Questioning (cold call, no hands up, no-opt out, Socratic questioning etc)
- Quizzes/knowledge tests
- Whole class checking methods (such as the use of mini whiteboards, iPad-based quizzes etc)
- Spelling, literacy or subject-specific vocabulary tests
- Pieces of extended writing
- Exam questions
- Assignments
- Exit tickets

Teachers will record and track this using messy mark book. These will be used to identify areas of strengths and areas of need, misconceptions and interventions. They will be used for adapting and planning.

Feedback and marking may be in different forms:

✓ **Verbal feedback** for individual learners or for the whole class. Students should receive regular verbal feedback within lessons. This should be positive and help the students to develop in their learning.

✓ **Live marking** this will be done live in lesson where teachers have checked students work. Students work should be checked regularly and acknowledged, this may be discussed and carried out in front of the class, to support whole class marking. This will be done in red pen.

✓ **Self-Assessment** where the student is familiar with the appropriate success criteria and can assess their own performance and set targets for improvement. This will be evident in green pen.

✓ **Written feedback** which is student specific and focusses on SaNS, the student's **Strengths and Next Steps** to support them in their progression.

Students need to be given the opportunity to respond to the teacher feedback in a way that adds value to their learning through 'fix it' time. The time for this to happen needs to be planned into lessons and it is the responsibility of the teacher to provide these opportunities to the students.

✓ **Whole class feedback** will be used for the teacher to gauge a class approach to a new topic or set piece of work. Staff will identify the misconceptions for the class, this information will then be used to guide the teacher's approach towards the planning for the next lesson. The following lesson should be structured to allow staff to address the identified misconceptions using new or adapted teaching to support progression.

✓ **Marking for Literacy** - It is not expected that staff correct every punctuation and grammatical error in every piece of writing. However, every teacher is a teacher of literacy and should address poor literacy in their assessment of students learning.

Numeracy and literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes to maintain a focussed and positive marking process.

This will be evident in books in red pen, and will utilise the marking symbols below:

- Sp:** Write spelling correctly three times in the margin.
P: Add or correct any missing or incorrect punctuation.
G: Check and rewrite sentences that do not make sense
NP: New paragraph

Presentation of classwork in books or digitally

Presenting schoolwork neatly and professionally reflects effort, organisation, and attention to detail, making it easier for teachers to understand and evaluate learning. Strong presentation skills not only improve grades but also help students develop communication skills, boost confidence, and prepare for real-world expectations. This applies to both digital work, and that completed in exercise books.

- Students are to write or type in blue or black ink only.
- Response to feedback or self-assessment is to be in green ink/font.
- Neat/well-presented work is modelled/praised, and poorly presented work should be addressed.

Digital work

- Digital folders must clearly display the subject and topic where appropriate.
- Digital documents must be clearly named with the lesson content.
- Work completed on Showbie must be neat, clear and detailed.
- Students may use a stylus or a text box where appropriate to annotate information/complete tasks.
- Once a lesson has been completed, students should submit the work to support tracking.
- Doodling/graffiti on documents is not acceptable and must be challenged by staff.

Exercise books

- All books and folders must clearly display the full name and subject
- Dates/titles are to be underlined.
- Diagrams/drawings/graphs are to be completed in pencil.
- Students must use rulers to draw straight lines.
- Any mistakes should be crossed through with a neat, ruled line.
- Worksheets should be glued in neatly.
- Doodling/graffiti in books is not acceptable and must be challenged by staff.
- Work should be scanned and saved onto Showbie to ensure accessibility to it for teachers and students and to support continuity of work.