



# **Marking and Feedback Policy**

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## Rationale

Effective feedback is one of the most powerful drivers of student progress. At The Kidsgrove Secondary School, assessment and feedback are used to identify strengths, address misconceptions and support every student in making sustained progress over time.

Our approach is underpinned by three key questions:

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

Feedback should be purposeful, timely and manageable. It should inform teaching, develop students' independence and ensure that all learners understand how to improve.

## Principles of Effective Feedback

Effective feedback should:

- be meaningful, manageable and accessible;
- relate directly to learning intentions and success criteria;
- celebrate success whilst identifying clear next steps;
- enable students to reflect and improve their work;
- inform future planning and intervention;
- promote independent learners who take responsibility for their own progress.

## Responsibilities of Teachers

### 1. Assessment and Feedback

Teachers are responsible for ensuring assessment is regular, purposeful and informs future teaching.

Feedback should:

- Be timely and proportionate;
- identify strengths and misconceptions;
- provide clear next steps for improvement;
- support students in closing gaps in knowledge.

Every teacher will provide formal written feedback through the school's **Strengths and Next Steps (SaNS)** document once every six weeks for every class taught.

This will normally be based upon:

- **Key Stage 3:** an extended response;
- **Key Stage 4:** an examination-style question.

Written feedback will be completed in **red pen**.

### 2. Feedback in Lessons

Feedback may take a variety of forms depending upon the learning.

These include:

- verbal feedback;
- live marking;
- whole-class feedback;
- written feedback;
- self and peer assessment.

Teachers will select the most appropriate method to maximise student progress while maintaining a manageable workload.

### 3. Student Response

Students are expected to engage positively with feedback.

Teachers must provide planned opportunities for students to respond through dedicated **Fix It** time.

Students will respond using **green pen** by:

- correcting misconceptions;
- improving or extending answers;
- completing unfinished work;
- responding to literacy feedback;
- acting upon their SaNS targets.

Teachers should acknowledge and review these responses to ensure improvements have been made.

### 4. Responsive Teaching

Assessment should drive teaching. Teachers will continually check understanding throughout lessons in order to identify misconceptions and adapt teaching accordingly.

Strategies may include:

- retrieval practice;
- mini whiteboards;
- Showbie assessments;
- cold calling;
- hinge questions;
- no hands up questioning;
- exit tickets;
- quizzes and knowledge checks;
- exam questions;
- extended writing.

Information gathered through these strategies should inform future planning, intervention and curriculum delivery. (See Appendix A for subject-specific examples.)

### 5. Monitoring and Intervention

Teachers will maintain a **messy mark book** to record:

- student strengths;
- misconceptions;
- barriers to learning;
- interventions required;
- students exceeding expectations.

This information should be used to adapt teaching and discussed during faculty meetings, ACT meetings and quality assurance processes.

Messy mark books should be maintained in accordance with the school's QA calendar.

## **Responsibilities of Subject Leaders**

Subject Leaders are responsible for ensuring that assessment and feedback are consistently implemented across their curriculum areas.

They will:

- monitor the quality and consistency of feedback;
- quality assure students' work in line with the school QA calendar;
- evaluate the impact of assessment on student progress;
- support colleagues in improving assessment practice;
- ensure this policy is applied consistently.

Monitoring should be regular, rigorous and developmental.

## **Responsibilities of the Senior Leadership Team**

Senior Leaders will quality assure assessment and feedback across the school through:

- book looks;
- learning walks;
- work scrutiny;
- faculty reviews;
- ACT meetings.

They will triangulate evidence to ensure assessment practice is consistent, effective and supports high-quality teaching.

Senior Leaders are ultimately accountable for ensuring the standards outlined within this policy are implemented consistently across the school.

## **Feedback and Marking**

Feedback should move learning forward. Teachers should select the most effective form of feedback for the task being completed.

### **Verbal Feedback**

Verbal feedback should be frequent, immediate and focused upon improving learning.

### **Live Marking**

Teachers may provide live feedback whilst students are working.

This should acknowledge success, identify misconceptions and support immediate improvement.

Live marking should be completed in **red pen**.

### **Whole-Class Feedback**

Whole-class feedback should be used where common strengths or misconceptions are identified.

Planning should then be adapted so that subsequent lessons explicitly address these misconceptions.

### **Self and Peer Assessment**

Students should regularly evaluate their own learning against success criteria.

Responses should be completed in **green pen**.

### **Written Feedback**

Written feedback should focus upon students' **Strengths and Next Steps (SaNS)** and provide clear guidance for improvement.

### **Literacy and Numeracy**

Every teacher is a teacher of literacy.

Teachers should address literacy and numeracy errors where appropriate without attempting to correct every mistake.

Where work contains numerous errors, feedback should prioritise those which will have the greatest impact upon future learning.

The following marking codes should be used:

| <b>Code</b> | <b>Meaning</b>                               |
|-------------|----------------------------------------------|
| Sp          | Rewrite the spelling correctly three times.  |
| P           | Correct punctuation.                         |
| G           | Rewrite the sentence so that it makes sense. |
| NP          | Start a new paragraph.                       |

### **Presentation Expectations**

High standards of presentation reflect pride, organisation and care in learning.

### **All Work**

Students should:

- write in blue or black ink;
- respond to feedback in green;
- present work neatly and logically;
- avoid graffiti or doodling;
- take pride in their work.

### **Exercise Books**

Students should:

- label books clearly;
- underline dates and titles;
- draw diagrams in pencil;
- use rulers where appropriate;
- cross out mistakes with a single ruled line;
- glue worksheets neatly.

### **Digital Work**

Students should:

- organise work clearly within subject folders;
- use meaningful file names;
- complete work neatly within Showbie;
- use a stylus or text box where appropriate;
- submit completed work promptly;
- avoid graffiti or unnecessary annotation.

Where appropriate, work should be uploaded to Showbie to support accessibility and continuity of learning.

## Appendix

### Whole Class Checking for Understanding

#### **Creativity Faculty (Art, Textiles, Computing and Food Technology)**

- Teachers circulate during practical secure tasks, providing verbal feedback and checking progress. This is the primary method of assessment due to the practical nature of the subjects.
- Cold calling and no-hands-up questioning are expected to be used regularly.
- Showbie quizzes are completed in every theory lesson in Computing and Food Technology to assess knowledge and identify misconceptions.
- In Art and Textiles, Showbie quizzes are used less frequently as they are not always the most effective way to assess subject knowledge.

#### **Culture Faculty (Humanities and MFL)**

- Showbie quizzes are completed at least monthly across Key Stages 3 and 4 to assess knowledge and misconceptions.
- Cold calling and no-hands-up questioning are expected in most lessons.
- Teachers circulate during secure tasks and use live marking where appropriate.
- Digital mini whiteboards (Showbie responses) are used to gather whole-class responses before cold calling.
- RAG-rating activities on Showbie are trialled at least once per term to identify misconceptions and target feedback where needed.

#### **English Faculty**

- Retention quizzes are completed through Showbie and exercise books.
- Hinge questioning is used throughout lessons to assess understanding and identify misconceptions.
- iPads are used as mini whiteboards to evidence understanding.
- Cold calling and probing questions target key students and misconceptions.
- Teachers circulate regularly to identify misunderstandings and share examples of good practice.
- Additional checks include:
  - Fortnightly reading fluency activities using literacy rubrics.
  - Three sequenced quizzes per half term.
  - End-of-unit knowledge quizzes.
  - Checkpoint formative assessments and literacy mastery quizzes.

#### **Mathematics Faculty**

- Whole-class checking follows the faculty WCfU audit and agreed subject-specific non-negotiables, with a strong focus on identifying misconceptions.
- Mini whiteboards are used throughout the 'We Do' phase of every lesson.
- Cold calling follows the no-hands-up policy.
- Teachers circulate throughout lessons to identify good practice and address misunderstandings.
- Live marking provides opportunities for self-assessment.

#### **Science Faculty**

- At least one whole-class checking strategy is incorporated into every lesson.
- Evaluate slides containing a minimum of three core questions are completed by all students and checked by the teacher.
- Mini whiteboards are used regularly to assess understanding.
- Teacher circulation and questioning are used to monitor learning and identify misconceptions.

- Showbie quizzes are expected in at least 50% of lessons where new content is taught, with the aim of increasing this further.

### **Sports and Performing Faculty (PE, Sports Studies and Performing Arts)**

- Formative assessment is ongoing across PE and Performing Arts from a whole-class perspective, including observations of technique during skill-development activities and conditioned games, leading to adaptive teaching.
- In PE, formative assessment is ongoing visually and verbally through questioning, self-assessment and peer assessment.
- Teachers observe lessons and give feedback to help students improve performance.
- Choral whole-class responses and hinge questioning are used to check understanding.
- Teachers create an all-thinking environment by asking the question before selecting a student to answer.
- iPads are used as mini whiteboards in practical and theory lessons so students can respond as a whole class, allowing misconceptions to be identified and addressed before learning moves on.
- A PE tracker on Arbor is being explored to support the new KS3 assessment model.

### **Secure Tasks**

#### **Creativity Faculty**

- Practical secure tasks are uploaded as photographs or documents at the end of every lesson to demonstrate progress.
- Teachers check these regularly to ensure all students receive feedback and that no pupil is missed during lesson circulation.

#### **Culture Faculty**

- Secure tasks are present in almost all lessons and are typically completed in exercise books.
- In Spanish, secure tasks may include speaking activities which are recorded on Showbie or completed as reflection statements.

#### **English Faculty**

- Secure tasks are embedded within curriculum planning.
- Most secure tasks are completed in exercise books.
- Worksheets used as secure tasks are glued into exercise books.
- Some secure tasks are completed digitally, including:
  - Course Reader activities completed on Showbie texts.
  - Poetry annotation tasks completed in anthologies stored in student folders.

#### **Mathematics Faculty**

- Every lesson includes an independent secure task, consistently evidenced in students' exercise books.
- Secure tasks are completed independently with support where required and are typically assessed through self-assessment during the lesson.
- Occasionally, topic-dependent secure tasks are completed digitally using Showbie.

#### **Science Faculty**

- One independent secure task is completed in every lesson.
- Secure tasks may be completed either within Showbie lessons or in exercise books.

## **Sports and Performing Faculty**

- In practical PE and Performing Arts lessons, secure tasks include skill-development activities after modelling by the teacher or an expert student.
- In PE, skills are then applied in conditioned games where appropriate.
- Where applicable, photographic or video evidence can be uploaded to Showbie.
- In Sport Studies theory lessons, coursework units include teaching phases in which students complete exam-style questions in exercise books directly linked to coursework grading criteria.
- In the exam unit, students complete exam-style questions as secure tasks in exercise books.

## **SaNS Sheets**

### **Creativity Faculty**

- SaNS sheets are completed following the three annual assessment points.
- They are uploaded to Showbie and stored within a dedicated assessment folder.
- Students complete a feedback task which is also uploaded to Showbie.

### **Culture Faculty**

- SaNS sheets are completed following the three annual assessment points and are stuck into exercise books.
- Feedback is completed in green pen within books.
- SPaG marking is addressed through live marking and termly assessments.

### **English Faculty**

- SaNS sheets are glued or stapled into exercise books, with the exception of KS4 Performance Assessment and PPE feedback, which is kept in folders.
- SaNS sheets explicitly highlight SPaG and vocabulary development.
- Green-pen responses are completed in exercise books alongside SPaG corrections.
- Feedback and targets must be actionable and enable independent improvement.
- Feedback lessons focus on reteaching misconceptions and completing improvement tasks.
- Writing Mastery SaNS sheets are completed once per half term and include highlighted targets and follow-up tasks to demonstrate progress.
- Some SaNS sheets require updating to align fully with faculty expectations.

### **Mathematics Faculty**

- SaNS sheets are completed regularly following unit assessments in Years 7–10 and alongside half GCSE papers in Year 11.
- They are used in conjunction with Question Level Analysis (QLA) following termly assessments and PPEs.
- Students keep an electronic record on Showbie through scanned work, alongside a printed copy in their exercise books.

### **Science Faculty**

- Following each topic test, SaNS sheets are printed on green paper and glued into exercise books.
- Students also upload a copy to the feedback assignment within the relevant Showbie topic folder.
- SPaG corrections are identified by teachers and corrected five times by students in green pen.

- Recovery tasks are included on SaNS sheets, with teachers selecting the most appropriate task(s) for individual students.

### **Sports and Performing Faculty**

- At KS3, SaNS sheets are moving to a grid approach based on Head, Heart and Hands, representing the three core strands of the new assessment model: physical, mental and social.
- The KS3 grid uses graduated, progressive assessment criteria which become more challenging across Year 7, Year 8 and Year 9.
- Students choose two strengths and two areas for improvement from the grid, based on their current score for each sport, and select next steps from the criteria they are working towards rather than where they are currently performing.
- KS3 SaNS sheets will be completed on Showbie at the end of each term, covering four sports.
- Students will complete a classroom-based SaNS lesson instead of a written performance assessment, focusing on holistic next steps rather than physical, mental or social strands only.
- After every sport, staff assess practical performance (Hands), set a Showbie-based quiz (Head) and assess Heart. Outcomes are recorded on the PE tracker.
- Teachers RAG-rate after the SaNS lesson to close the feedback loop before moving on to the next sports.
- Performing Arts will use a very similar process with a Performing Arts-specific assessment grid.
- At KS4, SaNS for coursework units is based on coursework content and grading criteria to improve the overall grade.
- Students use strengths and areas for improvement from OneDrive feedback to respond to target next steps in green pen on iPads, so improvements are evident in coursework.
- KS4 coursework SaNS documents are accessed through Showbie and stored clearly in the SaNS folder with documents for each coursework task.
- For the KS4 exam unit, SaNS is based on extended response exam-style questions after every mock exam.
- Students record two strengths and two areas for improvement against shared and modelled success criteria, then respond in green pen in exercise books to achieve additional marks.