

Kingsley Academy Marking and Feedback Policy

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Contents

Aims	3
Aim of marking and feedback:	3
Rationale	3
Feedback and assessment	4
Roles, Responsibilities and monitoring	4
Principles	6
Types of marking	6
In the lesson	6
Frequency.....	9
Professional Development:.....	10
Support Staff	10
Support Staff marking expectations:	10
Links with other policies.....	10

Aims

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking, feedback and assessment:

- **Meaningful** – approach used depends upon the age, subject and particular piece being marked
- **Manageable** – marking should be purposeful and simple
- **Motivating** – engage with

learners to make progress Marking is

part of a continuous cycle:



(‘Mark. Plan. Teach’, 2017, Ross Morrison McGill)

Aim of marking and feedback:

- Students act on feedback to make progress over time.
- They inform future planning and teaching.
- Students learn to value hard work and the quality of the work they produce.

Rationale

High quality subject curriculum provision and delivery is informed by how students learn best. Teachers need to spend a greater amount of time planning their curriculum delivery than marking as this has a greater impact on student learning.

Feedback should be regular, but not onerous, practice. We promote a professional approach to assessment and feedback – **teachers should select the best feedback method available** to impact positively on student learning and future performance.

Clear, manageable expectations are set detailing the use of feedback in lessons, the regularity of marking, the identification of mistakes and errors and the use of peer and / or self-assessment. There are many highly effective forms

of assessment for learning and feedback and **teachers will utilise a variety of means to assess learning and provide feedback.** Feedback has many different forms and evidence bases, and these should be considered in their entirety.

Feedback and assessment

Our Feedback and Assessment Policy focuses on meaningful marking.

Subjects agree with the tasks they will mark to check students secure understanding of the intended learning. This makes marking both purposeful and manageable. We remove unnecessary marking and encourage all forms of teacher feedback to be closest to the point of action, preferably during the lesson.

It is important that assessment is effectively linked to planned schemes of work and sequences of lessons so that students are assessed on what we want them to know and understand and how secure their learning is over time.

Roles, Responsibilities and monitoring

Responsibility for promoting the highest quality of marking lies with the whole learning community. It requires the utmost professionalism from teachers and in return expects students to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

- SLT in defining and agreeing with the principles underlying the school policy and in monitoring and reviewing its application.
- The Headteacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of teaching and learning.
- All staff in ensuring consistent application of the policy.
- Parents and carers, who will be encouraged to take an interest in their child's learning, working in partnership with the school to maintain high levels of progress.
- Students need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. It is important that they understand the value of the learning process.

The Senior Leadership Team will review samples of work (as per the academy's Teaching and Learning calendar) from each class to monitor the implementation of this policy and the effectiveness of the marking throughout the school. An analysis will be made, and feedback will be given to staff. A review of samples of work in work scrutiny, lesson observations and learning walks should inform the following:

- Improvement in students' achievement and attainment.
- Consistency in teachers' marking across subjects.
- Participation of students in the process.

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning learner achievement and progress.

The performance indicators will be:

- An improvement in students' attainment.
- Consistency in teachers marking across the academy

Principles

We believe that the following key principles should underpin all marking and feedback:

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and students that addresses errors and misconceptions at an early stage. We support live marking wherever possible.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets; learning intentions must be shared with the learners in every lesson and recorded in student's books either by the student recording it or by their teacher providing it for them.
- Students should be encouraged to mark, self-evaluate and peer-assess work as appropriate.
- The outcomes of marking should be used to inform teachers' judgements and interventions concerning students' progress and to inform teacher planning, records and reports.
- Marking and feedback practices should be manageable.
- Be selective - focus on particular qualities of work/ learning/ thinking.
- Give appropriate strategies to enable learners to make improvements.
- Develop motivation, encourage positive attitudes.
- Marking should be completed ideally with a green pen if possible but not in red

Types of marking

As an academy we will promote in class marking to support student progress and outcomes. We value the impact both in progression and confidence that live marking brings to our students and supports their reengagement in education.

In the lesson

Use of immediate feedback strategies. This should be common practice, and their usage will be evident in students' books due to improved work, student conversations about their lessons and observation of teaching over time. Strategies include:

- **Verbal Feedback** – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback needs to be **common practice in lessons**. There are verbal feedback stamps available, and staff will highlight where the improvements/progression have happened.
- **Live Marking** – this is a quick, **immediate feedback** methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.

- **Modelling and Exemplars** – focus the ‘how to get there’ of the end product showing students the process and construction. Students require **frequent modelling and examples** to understand what is expected in the process and construction of their work and building on Rosenshein’s principles.

- **Peer and self-assessment** are **effective assessment for learning tools** and should be used with regularity throughout each half term as appropriate and established within the dynamic and climate within individual groups. Opportunities need to be regularly offered to enable students to look at and learn from each other’s work and the work of older students and experts.

Type	What it looks like	Evidence
Immediate	➤ It takes place during a lesson with individuals, groups or the whole class. ➤ Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. ➤ Often given verbally to students for immediate actions and may re-direct the focus of teaching or the task. ➤ Praises effort and contributions.	Lesson observations; learning walks.
Responsive (catch-up)	• It takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Usually delivered by a teaching assistant based on guidance from the teacher. • An element of the students responses to catch- up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; feedback grids; book looks.

Summary (feed-forward)	• Involves reading/looking at the work of all students at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • It takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.
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Frequency

A range of effective marking methodologies should be employed and there is no expectation that every piece of work will be marked. There is no expectation that one style of marking fits all purposes or all students – it does not.

- Teachers are encouraged to be selective, marking only that which will have a meaningful impact. **Each department/faculty will have its own approach relevant to the subject** including identifying agreed tasks in schemes of work which are meaningful to mark.
- There is no requirement to tick every page of a student's book as some work in a student's book may not require acknowledgement. **Marking should be purposeful and selective.**
- Student Response Time should be built into lessons – this is time within a lesson to ensure students proofread, edit and enhance the work that is to be marked. This promotes an ethic of excellence and ensures students recognise the importance and value of marking. It also enables students to respond to feedback/guidance provided in class or after marking. Making marking – and your time - count

There are times when work should be marked. These are:

- **Corrections** - teachers identify where students are making misconceptions and reshape their teaching and provide feedback to address this. Corrections fall into two distinct areas which need the teacher's professional judgement to address them appropriately.
- **Mistakes** - something students can usually do correctly but on this occasion have not done so.
- **Misconceptions** - something the student has not mastered or has misunderstood i.e. an error in understanding. When misconceptions are repeated by several students in a class, future planning is required to specifically re-teach this aspect to correct the shared misunderstanding. **Teachers use their professional judgement** to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

Professional Development:

- Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.
- Current research will be shared with staff and the policy updated to reflect this when needed.

Support Staff

Support Staff marking expectations:

All support staff are expected to mark work when they teach a group; support a group in class; withdraw a group from the classroom, or when they are 1:1 support for a student.

The expectation is that

- Support staff receive regular training regarding marking and should ask for support, should they require it, from any class teacher or their line manager.
- Support staff are expected to follow the marking policy.
- Support staff are expected to mark against the learning objective/success criteria so that the student knows when they are successful and what they need to do better next time.

Links with other policies

This document links to the following policies:

This policy gives guidance to staff on the purpose, types and frequency of marking and should be read alongside the Assessment Policy and Teaching and Learning Policy.