



**POLICY NAME**

# **Marking & Feedback Policy**

<b>Date(s) of Policy</b>	September 2025
<b>Review Date</b>	September 2026
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**P O L I C Y**

## Statement of intent

Effective marking and feedback are central to supporting pupils' learning, confidence and progress. Our approach is designed to be clear, supportive and meaningful, helping pupils understand their achievements and next steps.

### **Our approach is guided by our core values:**

**Belong** – Feedback is delivered in a respectful, encouraging and inclusive way, ensuring pupils feel valued, understood and confident to engage with learning.

**Commit** – We are committed to providing timely, consistent and purposeful feedback that is appropriate to pupils' individual needs, communication styles and learning profiles.

**Thrive** – By focusing on strengths and clear next steps, feedback supports pupils to build confidence, develop independence and make sustained progress.

We recognise that our pupils may require flexible approaches to marking and feedback, including verbal feedback, visual cues and practical modelling. Feedback is used to motivate, guide and empower pupils to achieve their best.

Turning Point Academy understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school must ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

The more immediate the feedback the greater the impact. In our very small classes if the marking can be completed alongside the pupil within the actual lesson, this will be more effective.

The policy is implemented in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Presentation Policy

## **1. Roles and responsibilities**

The Deputy Principal is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Every Subject Lead is responsible for:

- Ensuring all members of staff teaching their subject are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to their SLT link via half-termly subject monitoring meetings.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

## **3. Expectations**

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and instruct pupils to record this feedback in their exercise books for review, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Provide feedback which directly references pupils' success against the learning objective for the lesson.
- Carefully consider how to use purposeful verbal feedback.
- Provide pupils with opportunities to reflect on feedback.

- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Provide differentiated feedback and support to pupils and adapt how feedback is given, so that pupils can understand and action any targets.
- Provide positive and pupil-friendly marking and feedback.
- Return marked work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

## **4. Workload**

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?
- How will the feedback process demonstrate the effective progress of the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, their subject leader, Assistant Principal or Deputy Principal will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the subject leader, Assistant Principal or Deputy Principal will help with developing an approach to marking and feedback that is more suited to the teacher.

As, point of learning feedback is highly effective, teachers should endeavour to mark as much work alongside the pupils as possible. However, teachers will need to commit time away from the classroom, to provide deeper, more detailed feedback.

It is expected that all teachers will need to provide detailed, deep marking and feedforward advice at least 3 or 4 times during a half-termly unit of work. It is important to note though that it will be at the teacher's discretion when this is used and that the expectation will be that teachers plan these activities into their work frequently enough to ensure pupils are able to make observable progress.

## 5. Marking

At Turning Point Academy, it is expected that all pupils complete their written work in blue or black pen or with a pencil. All teacher marking is carried out in Green pen to distinguish it from the pupils work. Where work is marked for coursework, Teacher Directed Assessments (TDA) or Non-Exam Assessments (NEA), marking colour must adhere to examination board guidance.

Teachers may provide pupils with a purple pen or highlighters if they require pupils to edit, correct or amend their work. It is accepted that where there exceptions to this practice (for example, for particular pupils who will take exception to the colours) teachers will be responsible for ensuring that pupils' editing is clear.

Our exercise books are pre-printed with a marking strip at the bottom of every page. The sections of this strip provide space for teachers to record written feedback and/or written feedforward advice. Many tasks will require feedback which informs pupils about their levels of success in relation to the learning objectives. Some tasks which warrant more detailed marking will require feedforward comments which will provide advice and targets for improving future work.

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Addressing misconceptions
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect on their feedback and will be asked to complete follow up activities or demonstrate key aspects within future tasks.

Teachers will allow pupils to reflect on previous feedback during lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson. For this reason, it is vital that marking and feedback is carried out in a timely manner, in order for pupils to respond to feedback close to the point of learning.

## **6. Celebrating Success**

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards may be given to pupils in the following ways

- Verbal praise in a one-to-one setting
- Stickers placed on work
- Displaying excellent work around the classroom
- Postcards home to parents/ positive phone calls home
- Copying work for pupils to take copies home
- Awarding of extra merits
- Proud Principal awards in assembly
- Pupil sharing work with key staff around school

## **7. Live Feedback**

At Turning Point Academy, we recognise the importance of addressing misconceptions as they occur and providing immediate feedback to address these and enable learners to be successful in lessons. Where this happens in lessons, staff should mark the point of Live Feedback with LF. This enables both the teacher and anybody making a judgement about progress based on pupils work, to clearly see the additional support needed at that point. The more immediate the feedback, the greater the impact. In our small classes, if the marking can be completed alongside the pupil within the actual lesson, this will be more effective.

## **8. Self-Assessment**

Pupils will sometimes be set activities which the pupils can mark themselves against a clear and meaningful success criteria. Pupils should be encouraged to mark this in a different colour and correct any elements which they have made errors with. Correcting work for themselves will enable them to learn from the mistakes they make.

Where self-assessment is used, teachers should still check for understanding and misconceptions and it should be identified that the work has been self-assessed.

## **9. Peer Assessment**

Pupils may sometimes be given the opportunity to assess each others' work against a clear and meaningful success criteria. This gives them opportunities to be critical of work in circumstances where they may sometimes find it challenging to critique their own work. Pupils can also then learn from the work of other pupils.

Where pupils peer assess, teachers should still check for understanding and misconceptions and it should be identified in the pupils books that the work has been peer assessed.

## **10. Whole-class feedback**

If a teacher identifies a misconception that is common across the whole class during a learning activity, it may be beneficial to address the misconception as a whole class. This can be done in a variety of ways, but it is really beneficial for pupils to see the misconception exemplified in the work they have completed.

It may be beneficial to show pupils examples across a number of pupils' work. In this case a teacher may chose to make a compilation of the work to show. However, it may be more appropriate to show one or two good examples of work for the pupils to assess together against a success criteria.

It should be noted that sensitivity will be crucial when whole class feedback addresses the work of a member of the class as some pupils will be more comfortable having their work publicly assessed than others. In These cases it may be beneficial for teachers to instead show examples which contain similar misconceptions to theirs.

When whole-class feedback is completed, a format for whole class feedback might be put in the pupils' books for the pupils to refer back to and for the purposes of monitoring. Should teachers require support with this, they should speak to the Deputy Principal or the Assistant Principal for their key stage.

## 11. Literacy Marking across the curriculum

At Turning Point Academy, we understand the importance of good literacy habits across the curriculum and as such teachers are expected to mark literacy in work across the curriculum. The school's marking key should be used to identify and correct errors and pupils should have as much ownership as possible in the correction and editing of these errors.

Teachers will use the agreed marking key (Please see Appendix 1) to correct errors within the piece of work. The marking key must be displayed clearly within the classroom.

It is accepted that teachers may use some codes of their own within their marking in their subject. It is important to note that pupils must be aware of the codes and how to respond to them.

It is important to note, that teachers may decide to limit the errors identified if it may be demoralising for the pupil, but that the identification of frequent literacy errors should mean the teacher considers the need for an intervention or alternative recording methods.

## 12. Marking in maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- Ticking correct answers and highlight/ indicate any incorrect answers in a way with which the pupils are familiar. (See example below)
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle the incorrect part and encourage them to try again.

Eg.

$$\begin{array}{r} 1 & 2 & 3 \\ + & 4 & 5 & 6 \checkmark \\ \hline 6 & 7 & 9 \end{array}$$

## **13. Marking and feedback for work completed electronically.**

In some subjects, including computing and some subjects where there are significant coursework elements, pupils complete their tasks electronically in formats such as Google Classroom. When these pieces of work are marked, teachers leave comments on the work within Google Classroom. These comments will include feedback and feedforward.

KS4 pupils in computing also receive a rag-rated spreadsheet on a regular basis which provides them with ongoing feedback against the learning objectives.

It must be noted that for work completed for examination coursework, feedforward comments must adhere to NEA guidelines.

## **14. Marking and feedback of work in practical subjects**

Feedback sheets are used across practical subjects at TPA, to enable staff to provide feedback and feedforward advice and guidance for practical tasks.

Photographic evidence of practical work is also collected and may be annotated.

It is important to note that for work completed for examination coursework, feedforward comments must adhere to NEA guidelines.

## **15. Using Feedback and Feed-Forward**

### **Feedback**

Feedback allows teachers to:

- Identify what pupils have done well
- Celebrates success
- Marks the achievement of an assessment objective
- Identifies success against the Learning outcomes

Teachers will always be in a position to provide feedback, as all lessons at Turning Point Academy begin with a learning objective against which the teacher can measure success. It is therefore expected that most work will be given specific feedback.

Feedback is designed for pupils to use and therefore must always be written in a style that is accessible to the pupil.

### **Feed-Forward**

Feed-Forward is the identification of points for improvement from a piece of work, usually based on the learning objective, but occasionally identified to improve the work further in another area. Once an area for improvement has been identified, the teacher will need to plan opportunities for the skill or concept to be developed and demonstrated at a further date. Feed-forward targets should be recorded in the

pupils' books on the marking strip at the foot of the page and pupils alerted to this. It is vital that when the pupil demonstrates this improvement it is acknowledged and celebrated.

Teachers are welcome to employ their own additional strategies for keeping the pupils' feedforward targets up to date and visible for them, in order for the pupils to be encouraged to improved and demonstrate them in future work. Please do note though, that this is to be used at the teacher's own discretion with due regard given to the subject taught and the needs of the pupils they are teaching.

All pupils will require Feed-Forward information, as all are in a position to improve their work, whether it be to improve an area they have not demonstrated, or to level-up their work. It is expected that there will be 3-4 learning activities during each half-termly topic that will warrant Feed-Forward, although some pupils may require more.

Feed-Forward is designed for pupils to use and therefore must always be written in a style that is accessible to the pupil.

Feed-Forward is also bespoke for the pupil. It would therefore be highly unusual for all pupils in a class to be given the same Feed-Forward. Where all pupils require this similar Feed-Forward, Whole-Class Feedback would be a more appropriate option.

## 16. Monitoring Marking and Feedback

Marking and Feedback will be monitored across the school year through the scrutiny of pupils' work by various members of school. The school's Monitoring and Scrutiny schedule sets out the times of year and people responsible for scrutiny of pupils' work. The monitoring of pupil work is as follows:

AUTUMN 1	AUTUMN 2	SPRING 1
<ul style="list-style-type: none"><li>• Whole-school book monitoring staff meeting</li><li>• Pupil work sampling (Deputy Principal)</li></ul>	<ul style="list-style-type: none"><li>• Subject Leader book monitoring</li></ul>	<ul style="list-style-type: none"><li>• Assistant Principal book monitoring (Pupil samples)</li></ul>
SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"><li>• Subject leader book monitoring</li></ul>	<ul style="list-style-type: none"><li>• Whole-school book staff meeting</li></ul>	<ul style="list-style-type: none"><li>• Subject leader book monitoring</li></ul>

During these scrutiny activities, it will be considered whether the expectations of this Marking and Feedback policy are being fulfilled and whether there is evidence that the pupils are making expected progress as a result of the marking and feedback on their work.

## **17. Monitoring and review of this policy**

This policy is reviewed annually by the Deputy Principal.

As a result of findings from our Monitoring and Scrutiny schedule, or from necessary changes to the curriculum, it may become necessary to review and update the policy during the policy review period. Changes will be made as a result of consultation with all teaching staff and communicated to all teachers.

The scheduled review date for this policy is **September 2026**.

## Marking Key



<b>Sp</b>	<b>Spelling Mistake*</b>	<b>P</b>	<b>Missing/ incorrect punctuation</b>
//	<b>New paragraph required</b>	Λ	<b>Missing word/ phrase</b>
<b>R</b>	<b>Repetitive word/ phrase</b>	<b>LF</b>	<b>Live feedback provided*</b>
✓	<b>Good work*</b>	✓✓	<b>Excellent work*</b>
<b>S</b>	<b>Supported Work*</b>	<b>I</b>	<b>Independent work*</b>
<b>C</b>	<b>Missing or incorrect capital letter</b>		

- Some symbols will not be relevant for some subjects.
- Symbols with a \* will be expected across all subjects
- Teachers may use symbols of their own, but pupils must be made fully aware of these.