



# Marking and Feedback Policy

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Member of Staff Responsible: Mrs Asher, Deputy Headteacher, Quality of Education  
Review Date: Annual – April 2027

Approved by AKE on behalf of SLT on 23 April 2026

To be approved at Full Governors on 28 April 2026 (Min no: TBD)

‘This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality’

# Feedback and Marking Policy at Parkside

Feedback and marking exist for one purpose only: to support student learning.

Because subjects differ in their curriculum demands and forms of assessment, each department may adopt feedback and marking approaches that best suit their discipline. However, to maintain consistency across the school and enable effective cross-moderation, all departmental policies must align with the core principles outlined below.

Understanding the distinction between *feedback* and *marking* is essential.

- *Feedback* helps students understand their progress and identify next steps to improve their learning
- *Marking*, in contrast, refers to the basic indication of a student's performance—such as a percentage score on a test, a summary grade on a piece of work, or the correction of spelling, punctuation, or grammar

At Parkside, we have the following expectations regarding feedback and marking.

## Feedback Expectations

- Feedback refers to information provided to the student about the student's performance in relation to the intended learning goals. Its purpose is to support, guide, and enable measurable improvement in students' learning.
- Feedback may be written or verbal, depending on what is most appropriate for the subject, task and learning context.
- Feedback practices must be applied consistently within each subject and at each Key Stage, to ensure a coherent experience for all students.
- Student work and the quality of feedback will be reviewed regularly by curriculum and pastoral leaders as part of ongoing quality assurance processes.

## Marking Expectations

- Key spelling (linked into disciplinary literacy vocabulary, punctuation, and grammar (SPAG) errors will be identified and highlighted with Sp annotated next to them, in selected pieces of work. Spelling mistakes could be addressed in different ways, e.g. spelling mistakes corrected 3x, subject specific vocabulary spelling tests, or re-writing of correct word/phrase
- Students are expected to correct identified errors—such as spelling or grammar—in the margin or the most appropriate place within their work
- Teachers must provide dedicated time for students to make these improvements, and must ensure that corrections have been completed. This should be integrated into lessons rather than treated as an additional task
- All staff should complete their marking whenever possible, using a red pen for clarity and consistency
- Peer marking, where students review and improve each other's work, should be completed using a green pen

- Self-assessment and “check and change” activities must also be completed in green pen

## **Aims of Feedback and Marking**

The purpose of feedback and marking is to raise the academic achievement of all students by ensuring that:

- Teachers have a clear understanding of each student’s strengths and learning gaps, enabling informed and adaptive planning
- Students recognise the areas in which they have been successful and can celebrate their progress
- Students understand their specific learning gaps and know the precise steps required to close them
- Students are given time within lessons to respond to feedback and improve their work
- Students’ literacy skills develop over time, supported by consistent correction and reinforcement
- Students produce work that is consistently high in quality, quantity, and presentation (QQP) in line with school expectations

## **Application of Feedback and Marking**

Teachers are expected to:

- Lay the foundations for effective feedback through adaptive teaching strategies, tailoring instruction to meet diverse learner needs (show me boards, scaffolding e.g. writing frames, sentence starters, I do we do you do, show call etc) Where possible, when adaptive teaching feedback strategies have been used, students should annotate in their margin, for example:

Show Call – SC

Memory platform – MP

I do/ We do / You do

- Clarify the purpose of feedback, ensuring students understand why it is given and considering its impact on motivation and confidence
- Provide feedback on subject-level checks for understanding and presentation (typically at least every six lessons) and on in-school summative assessments, following the school’s Summative Assessment Calendar. Evidence that this is happening will be students checking and changing their work in green pen
- Return feedback promptly, ensuring it is closely connected to the work being reviewed
- Use a red pen when writing feedback, maintaining consistency across the school
- Give clear and specific information about the strengths of a student’s work to reinforce effective learning
- Identify mistakes and learning gaps, including literacy-related errors, to direct students toward improvement
- Support students by outlining precise actions required to improve, whether related to a particular task type, a specific skill, or their own self-regulation
- Plan opportunities for students to act upon feedback, providing sufficiently challenging tasks that close learning gaps
- Set high expectations for task completion and presentation, using whole-school reward systems such as QQP to reinforce standards

- Record the data code (e.g., WTS1 etc) or grade achieved when an extended piece of writing has been assessed, ensuring clarity in tracking progress
- Teaching Assistants will write in orange pen to differentiate between student and TA response/scribing activity.

### Written Feedback

Teachers should:

- Provide written feedback as a minimum expectation every half-term on extended pieces of work, which are aligned with the Scheme of Learning and demands for the subject - to ensure students receive regular, meaningful guidance
- Use a range of appropriate written feedback methods, including:
  - Handwritten comments
  - Highlighting of success criteria
  - Use of agreed marking codes to signal strengths and areas for improvement
  - Grades / data codes (e.g. WTS1 etc)

Students should:

- Understand the purpose and value of feedback, recognising how it supports their learning and progress
- Independently correct their mistakes, demonstrating responsibility for improving their work
- Respond effectively to feedback, completing follow-up tasks that strengthen their understanding and improve the quality of their learning
- Use a green pen when responding to or engaging with feedback, ensuring clarity and consistency

### Reducing unnecessary workload

Instead of...	The teacher...	The student...
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class.	Writes their own correct answer.
Writing long and extensive comments.	Give short, concise but specific WWW/EBI	Completes the EBI either as part of improvement time or during future work.
Marking every piece of work in detail.	Marks the most important questions where the greatest gains can be made.	Uses self-assessment or peer assess work where appropriate.
Uses self-assessment or peer assess work where appropriate.	Uses a whole class feedback sheet	Completes improvements as part of the response
Writing out a full solution when a student gets a question wrong.	Writes a short hint or the next step.	Completes the correction.
Writing "well done you have...next to good aspects of the work.	Puts a double tick next to the best parts of the work.	Can add a reason for the double tick if necessary.

**Agreed common spag codes:**

Sp – spelling error

○ - grammatical mistakes, e.g. missing capital letter, incorrect punctuation

\_\_\_\_\_ - to demonstrate an issue with clarity

// - new paragraph needed

✓✓ - great work