

GLOSSOPDALE SCHOOL AND SIXTH FORM MARKING AND FEEDBACK POLICY

Revision	Date	Description of Changes
Version 1	June 2024	
Version 2	July 2025	Added sections: Legal Framework, Roles & Responsibilities, Improvement Plans

Approved by:	LGB	Date:
Last reviewed on:	July 2025	
Next review due by:	July 2026	

Contents

Legal Framework	2
Roles & Responsibilities	2
Principles	3
Practice	3
Subject-specific processes and procedures	6
Improvement Plans	6
Monitoring and Review	7

Glossopdale School and Sixth Form Marking & Feedback Policy 2025

Glossopdale School and Sixth Form 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. Feedback is a process that the school should 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.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2014) 'The national curriculum in England: Key stages 3 and 4 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Roles & Responsibilities

The Deputy Headteacher (Curriculum) 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.

Each Faculty Team Leader or Subject Leader is responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.

- Monitoring the effectiveness of this policy within their departments and reporting their findings back to their line manager
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

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.

Principles

- Feedback is aimed solely at advancing students' progress
- Immediate feedback is more effective than receiving feedback long after work has been produced
- Feedback should develop students' independence, reflection and metacognitive skills
- Rewind opportunities should be frequent and meaningful, for addressing misconceptions, correcting literacy mistakes and for re-drafting more extended work
- The development of students' literacy is essential across all subjects in order for students to regulate their technical accuracy
- Feedback should be supportive and positive, in an atmosphere of mutual trust
- Almost all assessment is formative and should be followed by 're-teaching' to fill gaps in students' knowledge and understanding
- Students need to have the metacognitive and self-regulatory skills, as well as confidence, to understand how to act on feedback
- Teaching staff need to model the appropriate use of standard English in their own written and verbal communication in order for students to develop their accuracy and breadth of vocabulary

Practice

Marking expectations fall into two categories; individual written marking and whole class formative assessment.

Individual written marking

Written marking and feedback will be provided in the following two ways:

- Ongoing marking for literacy
- Marking of formal assessments

Within these whole school expectations, each subject will communicate the subject-specific principles and practice that all teachers of that subject will follow to support students' learning in that subject; this includes how frequently work will be marked as well as the faculty processes that best support students' learning in that subject.

Whole school literacy marking

- Medium Term Plans include subject-specific key words with strategies for teaching and testing vocabulary (eg. Do Now and DVI activities)
- All written marking will include marking for literacy
- This will typically take place every 4-6 lessons
- In marking, teachers will differentiate between careless mistakes and those made when students have genuinely attempted an ambitious skill
- Teachers will mark the agreed tier 1, 2 and 3 vocabulary within the subject (spelling and accuracy)
- Teachers will mark literacy appropriate to the students' ability and key stage
- Literacy errors should not be corrected by the teacher
- Medium and short term planning will build in time for students to respond to teachers' literacy marking
- Marking codes:
 - Sp = incorrect spelling
 - P = incorrect or missing punctuation
 - C = incorrect or missing capital letter

Written marking of formal assessments

- Students complete two formal assessments each year
- These will be individually marked with written feedback
- Marking of the content of the assessments includes marking for literacy (as above)
- Formal assessments will be marked and graded using the relevant subject-specific mark scheme
- Each subject will have an agreed template for teachers to complete when marking students' assessments
- Each student will be given a target, next step or task in their written feedback
- Each student will complete a rewrite of their formal assessment which will include correcting mistakes and responding to the target or next step
- Preparation for and feedback on assessments will be built into Medium Term Plans to ensure consistency and appropriate coverage within curriculum time
- Students will use the next steps from each assessment in future work, including classwork and their next formal assessment
- Mock exams and formal assessments should be marked and data on BromCom within 2 weeks of completion
- Subject teachers need to complete a 'Student Progress Plan' on a page of their messy marking book after/during the marking of assessments to identify content that is secure and insecure and plan in-class interventions for students who have gaps and/or misconceptions
- On planning days, teachers need to use the most recent assessment data to plan specific wave 1 intervention for students identified as having low attainment or progress. These are detailed on a "Teacher Summary Sheet" for each class.

Whole class formative assessment

There are no expectations of individual written marking beyond marking for literacy and marking of formal assessments. However, ongoing formative assessment is essential in order to address misconceptions and develop students' knowledge. This will be done in the following ways:

Multiple Choice Questions with Whole Class Response

- Teachers use MCQs as a formative assessment tool frequently, gauging the understanding of the whole class using “finger responses” or mini white boards.
- Teachers respond to student answers within the lesson using the most appropriate method
 - Whole class reteach
 - Small group tutorial with additional/different resources for support
 - Peer teaching
 - 1:1 support during a later phase of the lesson
- As such, this method of formative assessment does not carry expectations of marking

Messy marking

- Each teacher has a messy marking book
- The messy marking book will be used when marking formal assessments, reviewing interim assessment work in preparation for Whole Class Feedback and during lessons when students are completing independent work
- The messy mark book holds details of the students in each class who are focus students - Disadvantaged, SEN, LAC
- The pages of the messy marking book will allow space for teachers to make notes on strengths, success criteria and areas for development
 - For formal assessments: the teacher circles ‘Student Progress Plan’ at the top of the page and then completes all sections after/during marking the assessments (as above)
 - For interim assessments: the teacher circles ‘Interim assessment’ at the top of the page and completes all sections after reviewing students’ work before then completing a whole class feedback sheet to share with students
 - For in-class independent work, the teacher circles ‘Independent classwork’ at the top of the page and completes the relevant sections after reviewing students’ work as they circulate in the classroom
- Messy marking successes can be shared under the visualiser
- Next steps should be used to inform the planning of when and how to re-teach a particular area of concern, or ensuring a concept is revisited during a Do Now activity, for example.

Whole class feedback

- A whole class feedback sheet should be completed by the class teacher, including comments on literacy, after an interim assessment
- Each student will have a hard copy of the whole class feedback sheet provided on paper, which they stick in their book
- This should be shared visually with the class, showing effective and less effective examples of student work
- The teacher should subsequently re-teach the relevant knowledge and skills (those identified as areas of concern in the whole class feedback sheet)
- Students complete rewind in response to the feedback and their relevant next steps
- Whole class feedback sheets should be created and adapted for each faculty and/or assessment

Homework

For details of principles and practice, see Homework policy

Subject-specific processes and procedures

Within the school expectations, each subject has specific processes and procedures they follow. These are published in the format below by each subject., and explained to students in class.

Type of marking	Subject-specific processes Eg. type of work, frequency of marking, focus of marking
Individual written marking	
Literacy marking	
Marking of formal assessments	
Formative assessment	
Messy marking	
Whole class feedback	
Homework	
Tasks	
Frequency	

Improvement Plans

The leadership team will conduct reviews of marking and feedback through the whole school and subject specific quality assurance processes. Following these, the subject lead and their SLT line manager meet review practice and where needed, plans for improvement will be created.

If improvement on a whole school level is required, plans will be formulated and the deputy headteacher will circulate these plans to improve practice to curriculum middle leaders. Curriculum middle leaders will help shape the policy before sharing it with their teams.

Monitoring and Review

This policy is reviewed annually by the deputy headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the deputy headteacher.