



KING EDWARD VI
HIGH SCHOOL

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KING EDWARD VI HIGH SCHOOL

MARKING & FEEDBACK POLICY

**Encouraging and supporting all our learners to
"Be the best that they can be"**

Approved Date **8th July 2025**

Headteacher

Mr J Christey

Governor

Mr C Soutar

Review Date

Every 3 years or as legislation changes



INTRODUCTION & PURPOSE

This policy outlines the approach to marking and feedback at King Edward VI High School. It has been developed following a review of the research provided by the EEF guidance report "Teacher Feedback to Improve Pupil Learning". The six strands within the report have been used to guide the process and support the development of the policy. The strands are:

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils will receive and use feedback
4. Carefully consider how to use purposeful, and time-efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback
6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

Effective feedback must form part of the learner journey, enabling pupils to identify and understand errors and misconceptions within their work. It should provide pupils with guidance upon how to correct their work and fill gaps in their knowledge and skills. The policy sets out overarching principles for how marking and feedback is provided to pupils, the key idea being that any marking and feedback must focus upon enhancing the learning of the pupils.

THE MARKING & FEEDBACK PROCESS

Key Assessed Pieces

Across all Key Stages, in all departments, key assessment points should be identified and included within departmental route maps. These key assessment pieces should be teacher marked and the outcomes recorded in markbooks on Go4Schools. Parents have access to these markbooks. Teachers should provide pupils with personalised strengths, weaknesses and next steps (SWaNS) for each of the key assessments. These SWaNS should be recorded next to the pupils' work so that they can relate it to the feedback. Each next step should give the pupil a specific short task to complete in order to move their learning forward. After each SWaNS, pupils should be given dedicated improvement and reflection time (DIRT) to act upon their next steps in red pen. Once pupils have had the opportunity to act upon their next steps, they should be re-visited by staff to ensure that they are complete and accurate. It is expected that this is completed within a two-week timeframe.



All marking and feedback for exam boards will be carried out to exam board regulations.

Classwork

Staff should encourage pupils to take pride in their work. Initially, this should be done by way of verbal instructions and feedback within lesson time. Whole school expectations are:

- Dates and titles should be underlined using a ruler.
- Diagrams and graphs should be drawn in pencil, using a ruler where appropriate.
- Worksheets should be glued in neatly and with care.
- Errors crossed out neatly using a ruler.

It is acknowledged that pupils can complete a substantial amount of classwork, some of which may be notes, it is therefore not expected that teachers mark all work completed by pupils. With the exception of the key assessed pieces, teachers should use their discretion as to which pieces of work should be marked, however it is expected that some form of marking and feedback takes place between each key assessment SWaNS mark, this includes the work of students studying in the unit. Departments may find it appropriate to highlight on route maps or in schemes of work which pieces of class work should be subject to additional marking and feedback by staff in between SWaNS feedback.

Marking and feedback for this classwork could take any one of the following formats and the approach may differ depending upon the age and ability of the pupils:

Monitor marking – in addition to providing individual feedback to students on their everyday classwork, this form of written marking and feedback should focus upon presentation, literacy and numeracy errors. Students making repeated errors with key words should be asked to write corrected versions out three times. In respect to correcting spelling errors, staff will need to be sensitive towards over correcting work, we do not want students to become demoralised, so limiting corrections for a single particular piece of work may be necessary. To minimise writing, departments are free to develop marking codes specific to their areas. Examples of codes which should be common across the school are given below:

- Sp: in the margin for a highlighted spelling error
- Triangle with number 3 inside: copy out spelling corrections 3 times
- //: new paragraph required
- ?: something is unclear, something that the student needs to check



- P: punctuation error
- U: underlining required
- CF: clear focus
- E: evidence (quote needed)
- WM: writer's methods (analyse techniques)
- Com: compare
- Ex: explain in more detail
- AV: advanced vocabulary
- AP: advanced punctuation
- AS: accurate sentence
- NV: narrative voice (creative writing)
- Narr.: narrative
- C: context
- RR: reader's response
- Int: introduction needed
- Conc: add a conclusion
- EP: extra paragraph needed
- CQ: cut down quotation
- WOW: waste of words
- OQ: off-question

Teachers should mark in green pen.

Live marking – marking undertaken within the lesson by the classroom teacher. This will enable students to be given immediate written feedback upon their work, however careful consideration needs to be given to the learning and focus of all pupils during this time.

Verbal Feedback – this could be pre-planned feedback given to the whole class or a structured one to one discussion. Alternatively, it may be spontaneous, perhaps as a result of a misconception that the teacher has observed with a number of pupils. It could be directed at the whole class, at a small group of pupils, or on a one-to-one basis with an individual pupil. In the latter case, if appropriate, the teacher could write VF in the margin of the pupil's book so that it is clear that verbal feedback has been given.

Some subject areas may find it more time efficient to use technology to provide recorded verbal feedback to students.

Whole class feedback – for some pieces of classwork it is appropriate to provide whole class feedback. This form of feedback could involve the teacher reviewing a selection of work from the class and noting down any common errors or



misconceptions. Examples of exemplary work could also be noted. Whole class feedback could then be displayed in a PowerPoint and/or printed out for students' exercise books. Pupils should be given DIRT time to act upon this feedback.

Whole class feedback templates are available from the teaching and learning Kteach area, these can be adapted to suit the needs of individual departments or pieces of work, however the underlying principle needs to be that the feedback focusses upon improving learning and sharing best practice, it should not be used to identify students who have underperformed.

It is sometimes necessary for teachers to model work for pupils or to share good examples of pupils' work with a class, this should be done using a visualiser. These are available in all classrooms.

Pupil self-marking or peer marking – sometimes it is more effective to go through work with the whole class, having pupils either self-mark their work or peer marking each other's work using red pen. Care will need to be taken with this approach to ensure that students do mark the work whilst it is reviewed in class.

Book Look – the aim of the "Book Look" is to get pupils looking through their books, fixing presentation issues and picking up and correcting for themselves the common errors or misconceptions. This can be done at any time. A "Book Look" PowerPoint template is available from the teaching and learning Kteach area, it can be adapted to suit the needs of individual departments.

ROLES & RESPONSIBILITIES

Pupils

- Under guidance from teachers, sometimes mark their own work or that of another student in red pen.
- Read comments from teachers.
- Respond positively to both verbal and written feedback from teachers.
- Put the best effort into written work, ensuring that high standards of presentation are achieved.

Teachers

- Ensure that pupils' work is marked and that effective feedback is given to all students in a timely manner, in-line with the expectations of this policy.
- Ensure that adequate time and support is given to pupils so that they can successfully complete their next steps.



- Ensure that students at KS4 and KS5 are aware of their target grades and that they are displayed at the front of exercise books and folders.
- To provide examples of marking and feedback to line managers and the Leadership Team for QA purposes.

Subject Leaders

- Ensure that key assessment pieces are identified in route maps and that systems for providing students with SWaNS are in place.
- Ensure that Go4Schools markbooks are in place so that the outcomes of the identified key assessments can be recorded.
- Carry out QA of marking and feedback in-line with annual QA plans. Record the outcomes of this QA on Lessons Learned.
- When teachers have been observed giving verbal feedback or whole class feedback in lessons, this should be recorded on Lessons learned.
- Ensure that any departmental marking codes are used consistently across the department.
- Include opportunities for moderation of key assessments in annual QA plans.

Learning Mentors

- To read through comments from teachers and to support pupils in the completion of next steps.
- To encourage pupils to do their best and have pride in the presentation of their work.

Leadership Team

- Use the departmental QA calendar to regularly discuss the quality of marking and feedback within departments.
- Carry out whole school work scrutinies as part of the departmental review process.
- Review the implementation and effectiveness of this policy.

Governors

- Approve the marking and feedback policy.