

Marking and Feedback Policy

Policy Information	
Policy Owner	Nikki Macleod, Assistant Headteacher Teaching, Learning and Curriculum
Review Cycle	Annual
Last Review Date	April 2025 April 2026 – minor stylistic changes
Next Review Date	April 2027

Adoption of the Policy

This Policy has been adopted and reviewed by the LGC.

Signed Hannah Smart

Date April 2026

Marking and Feedback Policy

Rationale

At Ace Tiverton, feedback is a vital part of the learning process. Our approach is designed to maximise student progress. Our focus is on immediate, live feedback and formative assessment, with summative assessments used strategically throughout the year to inform progress and planning.

Aims

- To promote high-quality learning through timely and meaningful feedback.
- To empower students to take active responsibility for their own progress.
- To inform teaching and adapt planning based on student needs.
- To ensure feedback processes are manageable, sustainable, and impactful.

Principles

1. **Feedback should be timely.** Feedback is most effective when it is immediate or as close to the learning moment as possible.
2. **Feedback should be actionable.** Students should know how to improve and have time to act upon the feedback.
3. **Written marking should be minimal.** Written comments are used only when necessary to move learning forward; verbal and live feedback are prioritised.
4. **Feedback is part of formative assessment.** Teachers continually assess learning and use feedback to guide instruction.
5. **Summative assessment informs overall progress.** Scheduled assessments provide snapshots of learning to support reporting and strategic planning.

Types of Feedback

Type	What it looks like	Evidence (for observers)
Immediate, live marking at the point of teaching.	➤ Formative Assessment - Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. ➤ Takes place in lessons with individuals or small groups ➤ Often given verbally to students for immediate action ➤ May involve use of a teaching assistant to provide support or further challenge ➤ May re-direct the focus of teaching or the task ➤ May include highlighting/annotations according to the marking code	➤ Lesson observations/ learning walks ➤ Some evidence of annotations or use of marking code/highlighting

Summary, at the end of a lesson/task.	➤ Takes place at the end of a lesson or activity ➤ Often involves whole groups or classes ➤ Provides an opportunity for evaluation of learning in the lesson ➤ May take form of self- or peer- assessment against an agreed set of criteria ➤ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	➤ Lesson observations/ learning walks ➤ Some evidence of self- and peer-assessment ➤ Some evidence of annotations or use of marking code/highlighting
Review, away from the point of teaching.	➤ Takes place away from the point of teaching ➤ May involve written comments/annotations for students to read / respond to ➤ Provides teachers with opportunities for assessment of understanding ➤ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks ➤ May lead to targets being set for students' future attention, or immediate action	➤ Marked assessments/end of unit tests. ➤

Expectations for Staff

- Use our Teaching & Learning Top 5, which includes the use of daily formative assessment.
- Use live marking (which may include annotations in books) and verbal feedback as the primary methods of responding to students' work.
- Build regular opportunities for self-assessment and peer-assessment in lessons.
- Use marking codes and concise annotations when providing written feedback.
- Provide detailed written where it will meaningfully impact student progress.
- Regularly review students' work to inform future planning and lesson delivery.
- Mark and provide feedback on summative assessments/end of unit tests.

Expectations for Students

- Respond to feedback.
- Engage with self and peer-assessment opportunities.
- Take increasing responsibility for checking and improving work.

Marking Codes

Teachers should use the agreed marking codes to provide quick, consistent signals for improvement:

Symbol	Meaning
*	Change this
—	Check this
I	Independent Work
Sc	Scribed work
Asst	Assisted Work
sp	Incorrect Spelling
p	Punctuation error
CL	Capital letter needed

Maximum of 3 spelling or punctuation corrections per piece of work to avoid overload.

Assessment and Progress Tracking

- Summative assessments will take place at key points across the year.
- These assessments will be marked and will inform overall judgments about student progress.
- Formative assessment (through feedback) will remain the day-to-day tool for supporting learning.

Quality Assurance

- The focus is on evidence of effective feedback and student progress, not the quantity of marking.
- Evidence of effective feedback will primarily be gathered through lesson visits – observing formative assessment, verbal feedback and live marking in action.
- Book looks will focus on curriculum coverage and student progress, including a review of marked summative assessments/end of unit tests.
- If concerns about feedback and/or student progress arise, a teacher may be asked to provide clearer evidence of feedback in students' books.
- Feedback and marking practices will be reviewed annually.

Key Stage 4

- Feedback will be aligned with examination board criteria.
- Coursework and controlled assessments will follow subject-specific marking protocols. For example, there will be instances concerning coursework where students' work will not be marked and commented on until the end of the module or until an assignment or project is complete. There will be occasions when students are involved in drafting and re-drafting coursework when the marking, grading and writing of evaluative comments will take place only when pieces of work are complete and ready for submission.
- Students will be made fully aware of assessment criteria and expectations.