



St Peter's
Collegiate Academy

Marking and Feedback Policy

Owner:	Vice Principal
Last Reviewed and Adopted:	June 2026
Next Review:	May 2027

Review June 2024

This policy has been in place for two years. A work scrutiny exercise conducted in May 2024 confirmed significant progress in the effective and consistent implementation of the policy across many subject areas. Following a review in June 2024, the following one-page summary has been provided to further support the policy's implementation. Examples of effective practice from the work scrutiny informing the policy review has been included as an appendix.

Principles

Marking must be meaningful, manageable, and motivating.

Role of the Head of Department

Heads of Department strategise and monitor marking practices, ensuring alignment with the overall policy. Each department maintains a marking and feedback policy that supports these principles.

Progress Tracking

Students should be provided with progress sheets to track their attainment and identify areas for improvement. The Academy provides a general one for use across all subjects.

Marking

A regular, timely, and manageable light marking routine should be implemented approximately every four weeks. Staff may use or adapt the St Peter's light marking grid for consistency.

Action Feedback

Feedback must provide pupils with focused feedback that moves learning forward. Pupils should be clear what is wrong and what they need to do to put it right. To support this process use a feedback grid to structure feedback. Teachers should choose a layout and criteria to provide meaningful feedback in a manageable format, the examples included in the appendix show some of the different approaches in different curriculum areas.

Summative assessment

'Key assessed tasks' will occur at least once per term in all subject areas and may occur more frequently depending on curriculum time allocations. Assessments are recorded in Pupil Progress. A typical approach to assessment over a term would include a summative key assessed task and a number of low stake formative assessments to gauge student understanding and provide feedback.

Artificial Intelligence (AI)

Trialling the use of AI in marking student work can significantly reduce teacher workload, increase marking consistency, and provide timely feedback, enhancing the learning process. AI can also offer data-driven insights to tailor instruction more effectively (Luckin, R. 2017. Enhancing Learning and Teaching with Technology: What the Research Says).

Luckin, R. (2017). Enhancing Learning and Teaching with Technology: What the Research Says. London: UCL Institute of Education Press.

Keeping pace with emerging technologies that benefit our students is crucial. Many exam boards, MATs, and schools are adopting AI technologies in their practices. When we trial or adopt AI for marking student work, we will ensure transparency with students about its use and maintain oversight of the outcomes.

Aims

This policy aims to:

- provide clear guidelines on our approach to formative and summative assessment and feedback
- provide guidelines on the frequency of marking and feedback
- promote good outcomes for pupils and make accurate and productive use of assessment
- encourage our pupils to take responsibility for improving their own work

Principles of marking and feedback

All marking should be meaningful, manageable and motivating:

***Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

***Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

***Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

Eliminating unnecessary workload around marking, 2016

Marking is a core aspect of a teacher's role and can support pupil progress if it is used meaningfully. Effective marking is an essential part of the education process. It is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Teachers' selection and use of feedback is at their professional discretion and should seek to inform teachers, pupils and parents/ carers 'where pupils are with their learning and what they need to do to improve further'. Effective assessment and where appropriate feedback can also be used to inform interventions and to support pupils' evaluation of their own learning. Written feedback is only one form of feedback and while it can be impactful there is no evidence it is any more effective than verbal feedback. It is effective where it identifies misconceptions, makes amendments to targeted aspects of pupils' work and informs the teacher of a pupils' understanding.

However, the 2016 report of the Independent Teacher Workload Review Group noted that written feedback can become unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with quality.

Marking should be guided by this policy but is at the professional discretion of the teacher to ensure it is “meaningful, manageable and motivating”. Departments should use this marking and feedback policy to strategise practice that meets the needs of the pupils and is appropriate for the pedagogical practices being implemented to meet the demands of the curriculum. Heads of Department are responsible for setting and monitoring the quality and frequency of feedback from teachers working in their team. The quality of the feedback will be seen in how a pupil is able to tackle subsequent work.

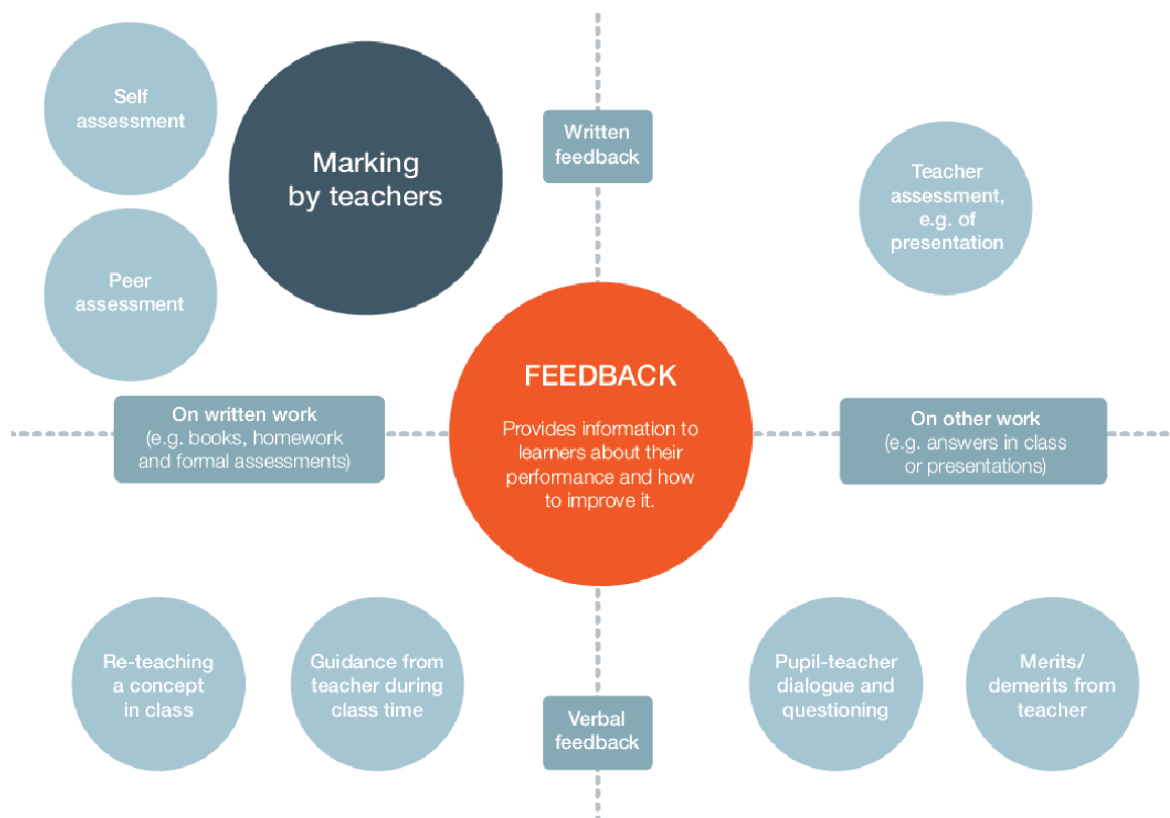
This policy applies the following definitions and principles:

Marking = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to pupils’ written work.

Feedback = providing more detailed guidance to the learner in order to help them to improve their knowledge, understanding and skills.

Marking	Feedback
Summative	Formative
Assessment of Learning	Assessment for Learning
Measures learning	Moves learning forward
Directs thinking	Provokes thinking
Solves	Suggests
“You should...”	“How could you...?”

Marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress. Feedback can also be issued verbally by the teacher or through peer and self-assessment.



[https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF Marking Review April 2016.](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf)

pdf

Marking

Marking pupils' books is part of our professional duty as set out in the Teacher Standards (2012):

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Teacher Standards (2012)

Routinely reading, checking and monitoring pupils' books connects us to their learning, helping to ensure that pupils care about the work they produce and to acknowledge its completion. It shows pupils that we value their efforts and achievement, and allows us to celebrate progress. Marking provides teachers with crucial on-going information about how well pupils are learning. It also enables

teachers and leaders to monitor the implemented curriculum including the completion of class-based and home learning tasks.

However, too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. This includes accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, so that they complete work to the highest standard.

Unless extensive written feedback is necessary to inform pupil-progress teachers should use a light marking routine that is regular, timely and manageable. Frequency will vary from subject to subject, but should be taken in and checked approximately every four weeks. Subjects with more guided learning hours and fewer classes should aim to review books twice per half-term. In order to help with workload and consistency, staff may wish to use a St Peter's light marking grid:



St Peter's Collegiate Academy 2024 - 25 Academic Year			
Date and title written and underlined every lesson			
Presentation is at least good			
Worked examples are evident			
Self/ peer marking is present			
Corrections have been made			
Date :		Teacher:	

Staff can use an alternative grid/ template to complete light marking of pupils' work. These can be personal to a class teacher or common across a subject and/ or phase.

"No strong evidence suggests that simple acknowledgement marking (sometimes known as 'tick and flick') contributes to progress. Likewise, it does not appear to be beneficial to provide generic praise or praise that is not perceived as being genuine. It is also clear that offering information on how pupils should improve their work is substantially more effective than simply marking an answer as right or wrong. Studies exploring selective marking that focuses on a particular type of error have found it to be effective in helping pupils tackle those errors. There is some evidence to suggest that when teachers mark essays, a large majority of their comments focus on spelling, grammar and word choice, rather than content, organisation or the construction of arguments. It is possible that narrowing the focus of written comments on some pieces of work would be beneficial."

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf

Formative feedback

Feedback is specific information given to the pupil about their performance relative to success criteria. It should aim to (and be capable of) producing improvement in pupils' learning. The expectation is for teachers to talk to each pupil in class at least once a fortnight providing verbal feedback to support and direct their learning. Providing effective feedback is challenging. Research suggests that it should:

- be issued to pupils based on teacher judgement (a key component of a teacher's professional skill) to ensure the timing of feedback prompts retrieval and prevents misconceptions from being stored in long-term memory.
- be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct")
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
- encourage and support further effort and be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Recent studies also suggest that careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer. Feedback must provide the pupils with focused feedback that moves learning forward based upon the success criteria. Pupils should be clear what is wrong and what they need to do to put it right.

Providing pupils with effective written feedback should:

1. Result in more work for students than it does for teachers.
2. Have some kind of meaningful impact on learning. If learning happens when we think hard, feedback should seek to provoke thought. Therefore, it should provide hints and clues but make students work for 'the answer'.
3. Given sparingly so that it is meaningful. Too-frequent written feedback can create dependence.
4. Not be accompanied by a grade or measure of KS3 attainment, as this seems to interfere with students' ability to act on instructional feedback.

Action feedback

"Make all marking an instruction for action" – Tom Sherrington

Feedback should be directional not invitational, requiring pupils to complete the follow-up action(s) to move their learning forwards. This is a better approach than using feedback to review what has gone before.

As part of this process, an intentional shift in focus is from assessment to planning. Instead of detailed written marking, teachers could read pupils' work/ response to an assessment task and put books into 3 categories:

- re-teach
- consolidate
- extend

Tasks are planned by the class teacher and shared on the board. Pupils' books are grouped by task allowing instructions to be given verbally. Through questioning teachers can scaffold the task requirements and/ or provide a model response and success criteria. By shifting the focus to planning, all pupils will have the opportunity to move their learning forwards, acting upon the instructional feedback. A whole-class feedback sheet can provide this information in a concise form. It is perfectly reasonable to write T1 on a pupil's piece of work, which results in them completing follow-up Task 1. The task should be written by the pupil in a different colour pen.

To support this process use a feedback grid to structure feedback. Again, teachers should choose a layout and criteria to provide meaningful feedback in a manageable format, the example below will not be suitable for all subjects and/ or phases.



St Peter's Collegiate Academy 2024 - 25 Academic Year		
Misconceptions		Presentation
Literacy/ numeracy		Action feedback
		T1
		T2
		T3
		T4

The specificity of feedback is a key determinant of its impact on performance, while feedback that is imprecise may be viewed by pupils as useless or frustrating. This is why providing clear success criteria for a piece of work is associated with higher performance. Given this wider evidence, setting clear targets in marking, and reminding pupils of these before they complete a similar piece of work in the future is crucial.

It is also important to award achievement points or equivalent for excellent effort. Sometimes, a smiley face or stamp is sufficient. Avoid writing detailed comments about why it is right; this is part of the lesson process – the pupil should know this.

Marking to improve literacy

All teachers are responsible for supporting pupils' literacy development. This has been assigned greater prominence at level 2 with the quality of written communication (QWC) assessed as part of all examinations with a written component. When and where appropriate, teachers should provide feedback on literacy; for example, addressing misspelling of key terms, lower case proper nouns and other punctuation/ grammatical errors. If teachers do not correct spelling, punctuation and grammar (SPaG) in books we give implicit authority to students to continue making the same mistakes.

 St Peter's Collegiate Academy Feedback Codes	
SP	Spelling Error
P	Missing or Incorrect Punctuation
//	New Paragraph Needed
C	Capital Letter Needed
!	Misconception / Misunderstanding
✓	Valid / Correct Point
Q	Answer this question

Subjects should use the codes presented above. English may use additional codes to mark pupils' writing. In Maths a numeracy code should be used to provide feedback to pupils in a common format.

Peer and self-assessment

Class teachers should plan, facilitate and support self and peer assessment to provide feedback to pupils. During the design of the task teachers should specify the success criteria and how the pupils' responses will be assessed. Through the use of low-stakes assessments i.e. multiple choice questions pupils can self or peer assess with relatively high accuracy. Over time the application of peer and self-assessment will include peer feedback ('green pen marking') as a regular part of classroom practice. Using peer feedback as part of a culture of critique within the classroom can have a transformational effect on learning, particularly if students are given time to act on and use it. Peer feedback should be modelled as part of a culture of classroom critique which is kind, specific and helpful (Ron Berger). This practice should be utilised by teachers to manage workload and reduce the frequency of teachers writing feedback in workbooks.

“With perseverance pupils can become excellent peer assessors. As long as they’re marking against clear and meaningful success criteria and have an understanding about how to improve, the comments they make will be useful”.

<https://learningspy.co.uk/assessment/top-marks/>

Summative assessment

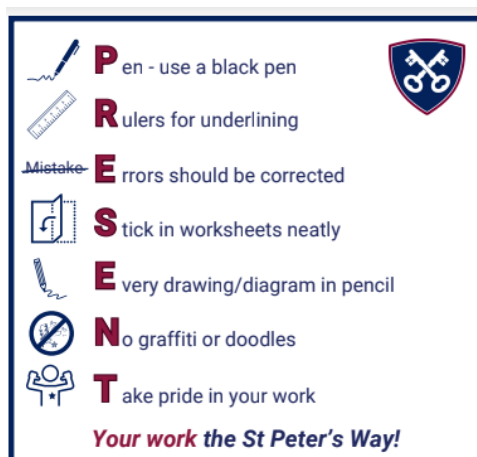
Summative assessments will be planned, designed and facilitated by class teachers under the direction of the Head of Department. Assessments should allow class teachers to mark against predetermined criteria i.e. mark scheme. Often this will be an exam-style assessment, however, where appropriate alternative styles of assessment should be used. For all summative assessments pupils should be given a minimum of a week to prepare for the assessment with a topic list and/ or an indication of what the assessment will cover. The assessed activity will be referred to as a ‘key assessed task’ (KAT) and will occur at least once per term for all subjects, additional assessments can be scheduled at teachers’ discretion. Assessments should be planned centrally as a department to ensure consistency across a year group/ phase but will not be prescribed by a progress calendar. For data reporting, teachers and heads of department will be issued with a window of time in which to quality assure their assessment data in Pupil Progress. Following this quality assurance by heads of department and then the senior leadership team, progress reports will be issued to parents at the end of each term.

Progress tracking

In all curriculum areas, students should be provided with progress sheets, which track learners’ progress. The design of these sheets can be unique to each curriculum or subject area, but these sheets should give students a clear understanding of how well they are making progress, how well they are achieving in relation to the standards expected, and how they might improve. These should be updated approximately once per term after the data collection has been completed including quality assurance by Heads of Department. A general progress tracking sheet is provided by the Academy which departments can adopt and should be stuck on the inside cover of books or folders.

Presentation

The Academy provides all departments with stickers outlining expected standards of presentation. These should be stuck in the bottom right hand corner on the front cover of all exercise books.



Frequency

The frequency of marking and feedback will depend on the curriculum time allocated to each subject and the frequency of lessons. However, as a general rule teachers should adhere to the following guidelines:

- Marking – approximately every four weeks.
- Feedback – approximately every six weeks, or once per half-term.
- Tracking sheets – every term.

Other classwork should be checked and monitored as appropriate to the curriculum time allocated and the frequency of lessons. Curriculum and subject leaders are responsible for setting and monitoring the quality and frequency of feedback from teachers working within their team.

Role of Google classroom

The use of Google classroom should enhance pupils' learning while also allowing teachers to manage their workload. It is a supplementary service in addition to pupils' workbooks typically used for class based learning. Commonly, home learning including homework will be set through Google classroom facilitating a digital submission. Teachers can then use the functionality of laptops and tablets to dictate, type or attach feedback where appropriate. Alternatively, third-party services and multiple choice quizzes can be used to assess pupil to inform future planning. The provision of feedback through Google classroom should be planned and managed as part of a feedback strategy that is meaningful, manageable and motivating. Further staff training may be necessary for all class teachers to be confident in their use of Google classroom. If colleagues require additional training they need to contact the assistant principal responsible for the coordination of CPD.

Role of teaching assistants

All teaching assistants, when in lessons will be equipped to help monitor student progress. Supporting pupils with verbal feedback to address misconceptions and guide future learning. Pupils should act upon the feedback in their workbooks where appropriate. Teaching assistants will make literacy a particular focus for feedback. The SENDCo may direct teaching assistants to provide written feedback for pupils where necessary to support pupil progress. This will be allocated the necessary time with manageable deadlines.

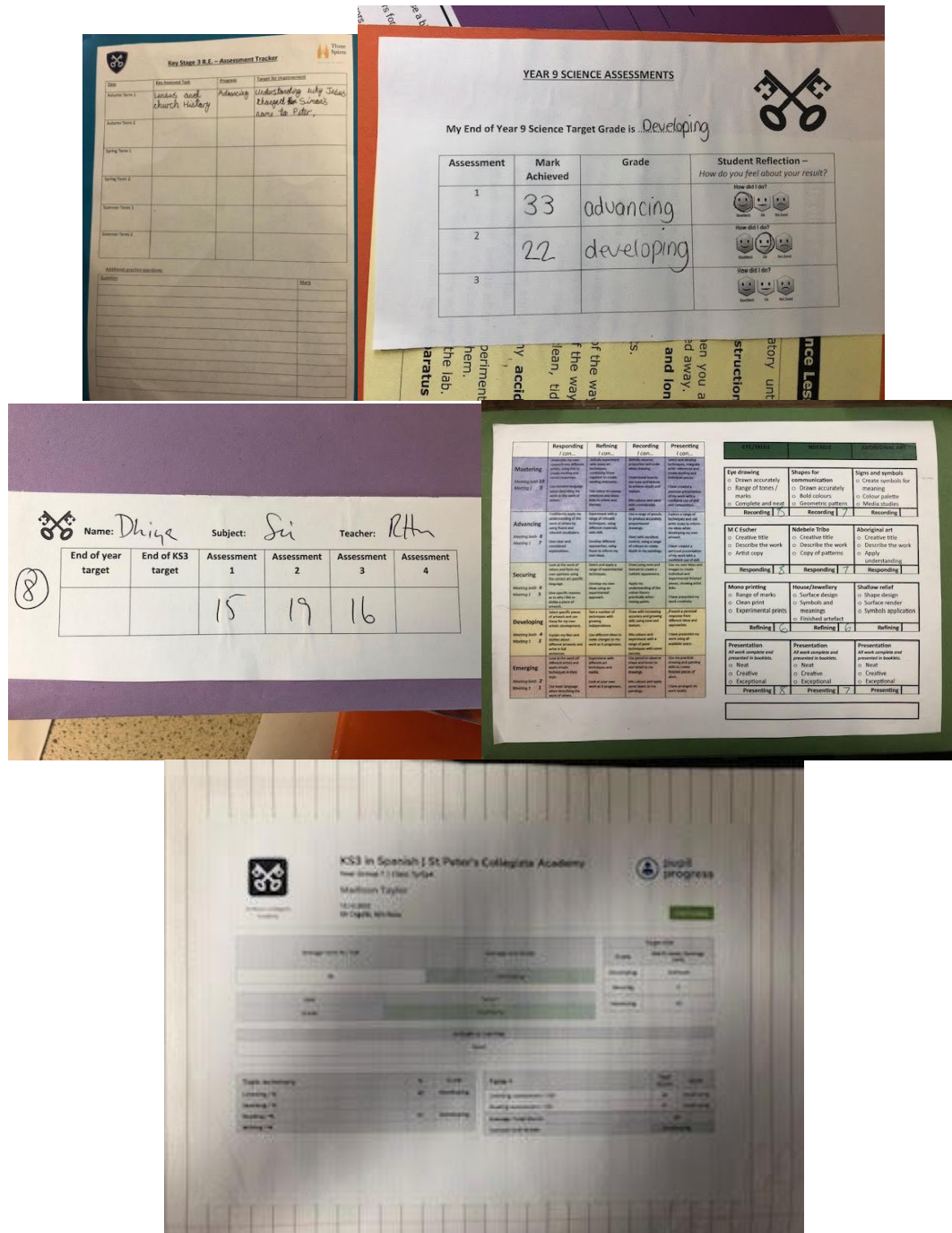
Policy reviewed by AAP Teaching and Learning Vice Principal Quality of Education June 2026. Next review of policy in conjunction with the Teaching & learning Policy - May 2027.

Ratified by Governors..... June 2026.....

Appendix 1

Examples of effective practice from work scrutiny May 2024

Progress tracking



Action Feedback

Success criteria

	WWW	WFI
Spellings	✓	
Ascents	✓	
Punctuation (upside down question/exclamation marks)	✓	
All information included	✓	

DIRT:

- Add in missing question marks
- Add in missing exclamation marks
- Correct spelling mistakes, and write out 3 times below
- Add in missing ascents
- Answer the question: "¿Dónde vivas?"
- Answer the question: "¿Cómo se llamas?"
- Answer the question: "¿Qué tal?"

Feedback given by: N Cox October 2023

3) Clarisse fruits barbon apple name

4) Manu water 5 pieces of only crises

Peer Assessment

SUCCESS CRITERIA

	WWW	WFI
✓ Definitions		
✓ Punctuation		
✓ Grammar		
✓ Spelling		
✓ Ascents		
✓ Punctuation		
✓ Spelling		
✓ three times		
✓ Verb in different "person"		
✓ extra words		

Answer: Write a paragraph using all the words from the list.

Peer assessed by: Manu Date: 10/10/23

Describe in Spanish about a person. (Verbalizar a la persona)

Write a paragraph about a person. You must include: Name, Age, Height, Where you live, What you do, What you like, What you don't like, What you think about the person.

Speaking part

My friend, Manu, is 15 years old. He is 1.70 meters tall. He lives in Madrid. He is a student. He likes video games and music. He doesn't like maths and history. He thinks that his friend is very nice.

DIRT: Improved draft

My friend, Manu, is 15 years old. He is 1.70 meters tall. He lives in Madrid. He is a student. He likes video games and music. He doesn't like maths and history. He thinks that his friend is very nice.

Key Assessed Task 2

Feedback

Explain two ways Jesus' baptism shows he is extraordinary. 4m

One way Jesus' baptism shows he is extraordinary is when he emerged from the waters, the heavens opened, the Holy Spirit appeared in the form of a dove and God the Father said "This is my son with whom I am well pleased". This shows Jesus is... God...

Another way Jesus' baptism shows he is extraordinary is because even though he was without sin, he appears as a sinner by getting baptised. By Jesus saying "I need to be baptised with you" it shows he is extraordinary.

Teacher Check In

Red / Amber / Green / Blue

All work is completed

Correct use of spelling, punctuation and grammar (SPaG)

Demonstrations of good knowledge

Evidence of reflection

Responded effectively to Demonstrate and Connect

Work is neat

Date of marking: 11/10/24

Teacher initials: MC

Decided improvement and Reflection Time (DIRT)

Look at the RAG marking grid your teacher has completed above.

Anything that has been marked as red needs lots of work. Go back through your work and, using a red pen, make corrections focusing on this first. In the future, make sure you focus on improving this aspect of your work.

Anything that has been marked as amber needs a bit of work. Go back through your work and, using a red pen, make corrections focusing on this.

Anything that has been marked as green has been done really well, great work!

Sign and date when completed

Spelling Corrections

Misspelt word (cover then copy)

American Civil War

Name of marker if peer marking:

televised

Demonstrate - How well have you understood today's lesson?

On what day did the events of 9/11 take place?

September 11th 2001 at 8:45am

Which towers were damaged and how many people were killed in the attacks?

Two towers were damaged and 2,996 people were killed in the attacks.

What address was given from Oval office?

A speech was given from the Oval office.

What was the name of the World Trade Center attack today?

9/11

What was the name of the tower that was hit?

World Trade Center

What was the name of the tower that was hit?

World Trade Center

What was the name of the tower that was hit?

World Trade Center

Connect

Complete your connect task here in red pen. Use the guidance in your booklet to help you. Circle the task you have been asked to complete.

3 planes were taken over by terrorists who crashed 2 of them in the twin towers in the pentagon this led to deaths of the people on board and people in the building dying and people who drove the straight away had no effect because of the dust leading to cancer.

Key Assessed Task 2

Feedback

Explain two ways Jesus' baptism shows he is extraordinary. 4m

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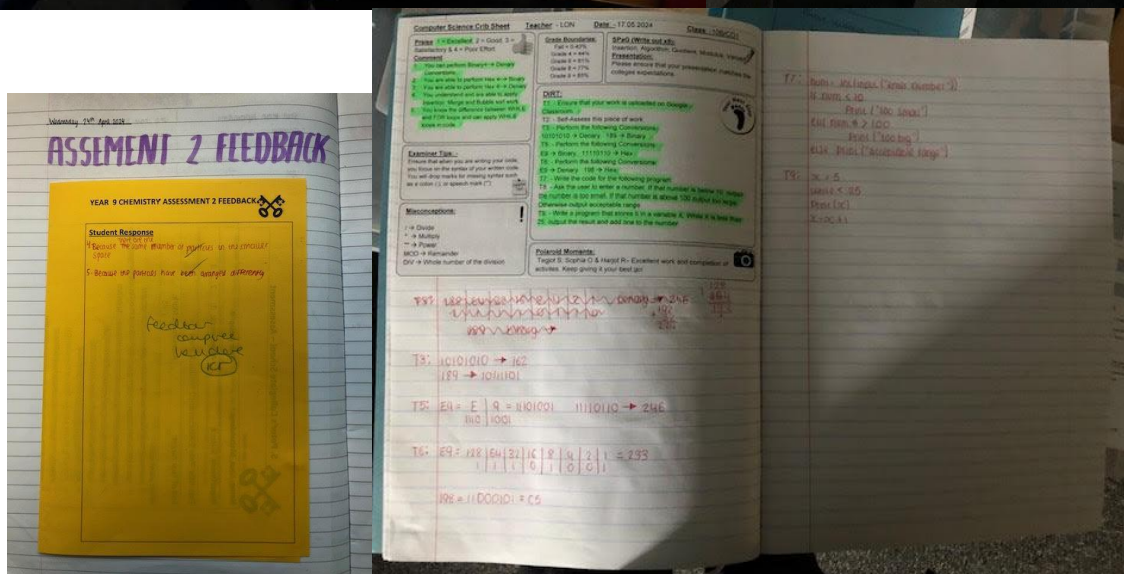
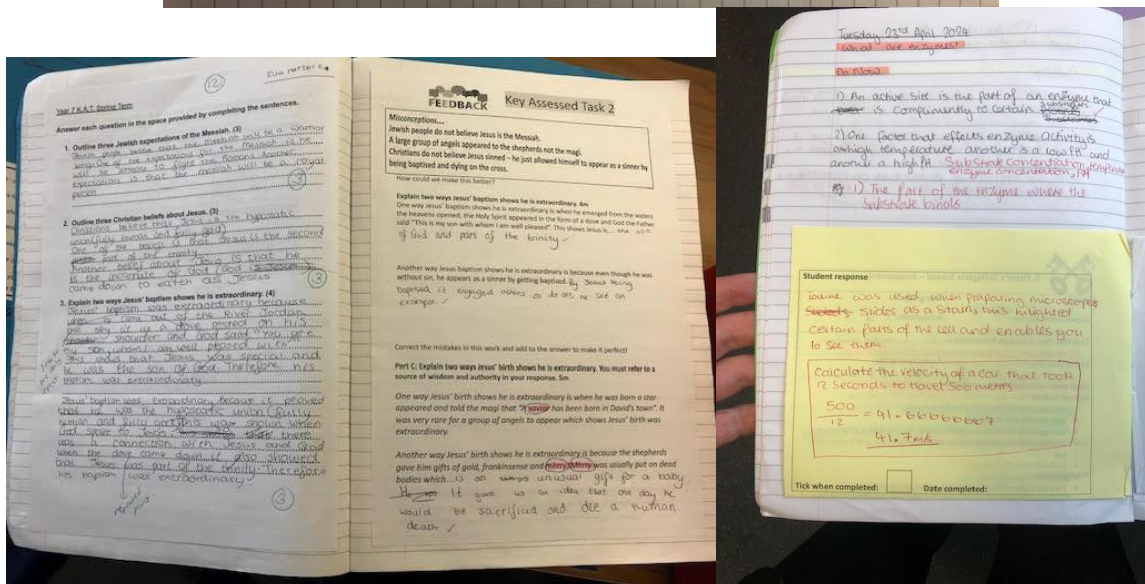
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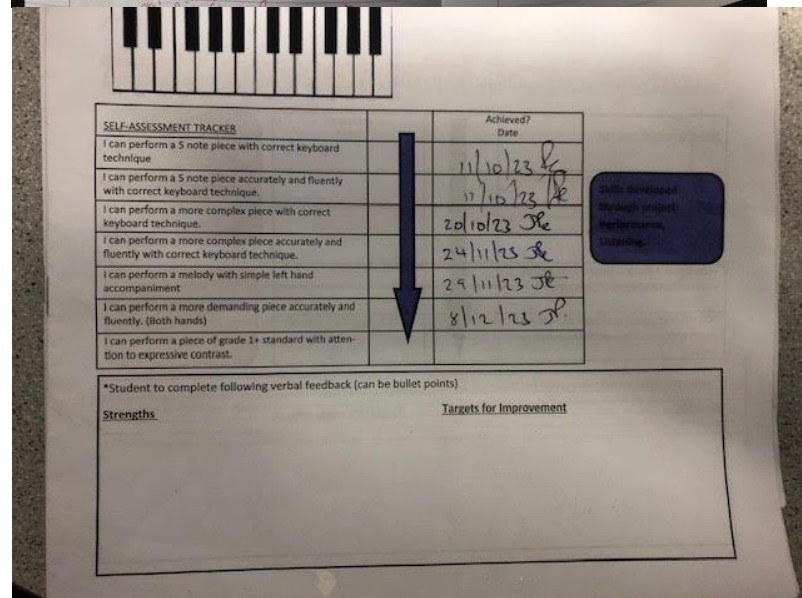
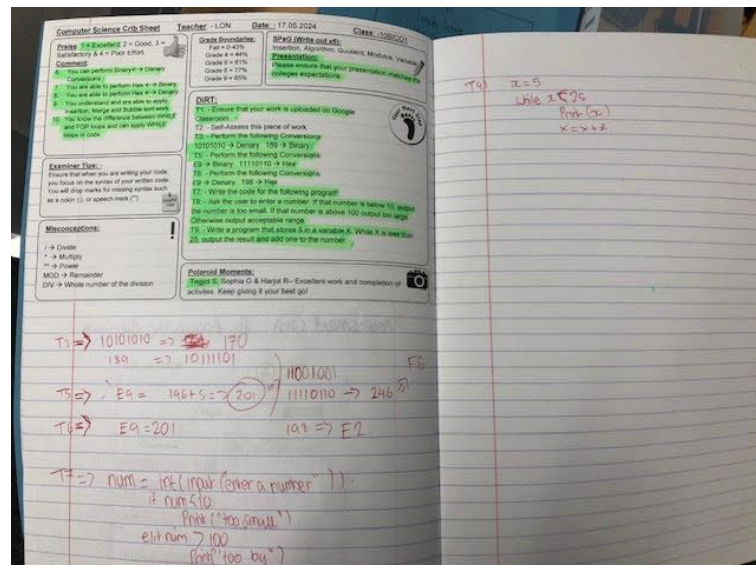
Correct the mistakes in this work and add to the answer to make it perfect!

Part C: Explain two ways Jesus' birth shows he is extraordinary. You must refer to a source of wisdom and authority in your response. 5m

One way Jesus' birth shows he is extraordinary is when he was born a star appeared and told the magi that "A king has been born in David's town". It was very rare for a group of angels to appear which shows Jesus' birth was extraordinary.

Another way Jesus' birth shows he is extraordinary is because the shepherds gave him gifts of gold, frankincense and myrror. These usually put on dead bodies which is a symbol of death. It gave us an idea that one day he would be sacrificed and die a human death.





Marking

