



Cleeve
Park
School

Feedback and Marking Policy 2023

Adopted by Governors:

To be reviewed: July 2026

Intent

We aim to “improve the student, not just the work” Dylan Wiliam.

At Cleeve Park School, feedback is a two-way process. Teachers’ comments must prompt thinking and enable students to recognise the strengths and weaknesses in their own work so that students can refine, redraft and improve their learning.

Assessing student work is integral to planning. The insights teachers gain from looking at student work plays an important role in determining what knowledge and skill gaps exist and how the teacher will address those gaps in future lessons.

Feedback and marking should be meaningful, manageable and motivating for students and teachers. We mark tasks where feedback will have an impact. Teachers are not expected to mark every task or page. We keep the feedback loop short so that misconceptions are identified and addressed rather than repeated. The feedback we provide must translate into better outcomes for our students.

Implementation

Books should evidence that teachers are making progress and literacy checks at least twice a term. Red pen for teachers when marking, green pen for students when responding and improving work.

By the end of each term**, the following should be visible in all books:

	Formative Assessment	GROW
Core Subjects	<ul style="list-style-type: none">• Literacy errors identified on at least 2 separate pieces of work• Evidence of live marking on at least two separate pieces of work• Personalised whole class feedback on a task. <p>This means books will be looked at approximately every 2 weeks.</p>	<ul style="list-style-type: none">• Students have responded to feedback at least twice• Students have edited their work in response to literacy code <p>This means students will be responding to some feedback every 2 weeks.</p>
Foundation Subjects	<ul style="list-style-type: none">• Literacy errors identified on at least 1 piece of work• Evidence of live marking on one piece of work• Personalised whole class feedback on a task. <p>This means books will be looked at approximately every 3 weeks.</p>	<ul style="list-style-type: none">• Students have responded to feedback at least once• Students have edited their work in response to literacy code <p>This means students will be responding to some feedback every 3 weeks.</p>
Summative assessment	Students will have a grade/ percentage/ score in a summative assessment for each term, two of which will be accompanied by a personalised MBM printout.	

** Please note that a term, in this instance, is a short term or half-term and represents approximately 6 weeks of teaching time.

Marking codes

Teachers assess student work in **red pen** and students respond in **green pen**.

Live Feedback and Marking

Formative assessment for learning takes place in **every lesson** through **targeted questioning** and **verbal feedback**. Teachers are expected to routinely check that students take pride in their work and meet the following expectations:

- Write the date and title in full.
- Write in blue or black ink
- Use pencils for diagrams and drawings.
- Clearly label Do Now and GROW work
- Use all paper (no need to start a new page each lesson.)
- Take pride in their work by keeping exercise books neat, organised (sheets treasury tagged in) and clean from graffiti.

These checks can take place **within the lesson** as teachers circulate the room. Students should be **verbally reminded of expectations** when standards are not met.

Exercise books capture student progress. **Teachers are expected to check exercise books at least twice a term**. This can be done within a lesson as teachers circulate the room, reading and commenting on student work. We call this **live marking**. Teachers may also choose to do this outside of a lesson in PPA time.

When checking on student progress, teachers are encouraged to use a range of feedback tools (e.g. ticks, scored exam questions, peer and self assessment, highlighted success criterias, annotations, models for success and formative comments) to ensure students understand how they are progressing in relation to targets. **Exercise books must visibly evidence that these checks have taken place**. The type of feedback used should be determined by the nature of the task and subject.

All teachers are responsible for developing student literacy. Spelling, punctuation and grammar errors must be identified using the school code. The application of the code should be differentiated depending on the needs of the learner (e.g. a dyslexic student may have only one spelling error to correct on a page). **Teachers are expected to make literacy checks at least twice a term and students are expected to correct errors on return of the exercise book.**

SP	Spelling mistake	Teachers should circle the incorrect spelling and label using the code. For tier 2 / 3 vocabulary, teachers may wish to provide the correct spelling once.
CL	Capital letter missing	Teachers should circle the letter that should be capitalised and label using the code. Students should correct the mistake.
//	New paragraph needed	Teachers should use the code to mark in where the new paragraph should begin. Students should be encouraged to also edit their own work using this code.
P	Punctuation missing or misused	Teachers should circle the incorrect punctuation or the part of the sentence where punctuation is required and label using the code. Students should correct the mistake.
?	Meaning or expression unclear	Teachers should write the code in the margin next to work that is unclear. Students should re-read and edit work to improve clarity.

Personalised Whole Class Feedback

Teachers are expected to provide systematic feedback and reinforce excellence through the personalised whole class feedback document. These should be completed at least **once per term for foundation subjects** and **twice per term for core subjects**.

Schemes of learning identify suitable tasks for assessment. Once the task has been completed by students, teachers should read through all of the work and make notes about student performance. Teachers have been provided with 'Feedback and Assessment Record Books' to support this process. Teachers are expected to bring these to department meetings.

Teachers should then share the feedback with their class; this can be typed up or copied from the Record Book (with the exception of anything negative on any individual student, eg Support Needed).

These templates are printed off - one for each student - and treasury tagged into exercise books. The teacher should dedicate lesson time to sharing and explaining the feedback to the class. Students then use lesson time to complete one of the differentiated tasks, as directed by the teacher. This work should be clearly labelled GROW and be completed in **green pen**.

Next Steps in Learning:		Misconceptions/ Errors	
<p>Targeting individual student performance and learning gaps, plan 3-5 GROW tasks that will help students make progress in relation to the assessment task. Allocate a personalised task to each student from the bank of GROW tasks and these will enable students to immediately close a learning gap. GROW tasks will be differentiated to meet the needs of the students. List them and decide which students need to complete which tasks so that feedback and next steps are targeted and support individual progress. These can be coded in students' books.</p> <p>1. 2. 3.</p>		<p>Generic comments: What are the common mistakes or misconceptions being made? Which elements of the success criteria are not being met? (This will inform future planning and adaptation of learning to close learning gaps)</p>	
		<p>Support Needed</p> <p>Note any student who may need more focused intervention and/ or differentiation than the GROW tasks. This might include working with the teacher/ TA or having a learning partner/ expert to work with.</p>	
Good Examples	Presentation Issues	Spelling Errors	Incomplete
<p>Name students or work that has been done particularly well - this may be in terms of performance or progress. Work will be showcased to the class through a visualiser, image on the whiteboard or photocopied so that students can see real models of success.</p>	<p>Note whole class presentation issues as well as any individual student who needs reminding of book expectations, as outline in Universal Expectations document.</p>	<p>Generic and relevant: Identify common spelling mistakes. Identify grammar / punctuation concerns, ensuring students understand correct use.</p>	<p>Record names or activities not completed. This is to ensure there is opportunity to catch up.</p>

Feeding forward:

GROW tasks will enable students to showcase progress immediately after feedback. It is also really important that students use feedback to inform future learning, hence, **feeding forward**.

When a student next completes a similar task or demonstrates a similar skill, they are expected to revisit the most recently assessed piece and generate their own improvement target for learning. This improvement target should be written and labelled clearly under the title of the new piece of work, and students are expected to underline/ highlight where they have actioned this in their work.

Live feedback and whole class feedback pathways are forms of formative assessment.

MBMs (Mark by Mark)

Students will be formally assessed at least once a term. Schemes of learning identify suitable tasks for assessment. For CAF summative assessments (Central Assessment Framework), teachers are expected to record these marks in an MBM, a copy of which should be placed in each student's exercise book. Heads of department are responsible for populating appropriate RAG ratings for question scores and pathway tasks for targeted improvement

An MBM is a form of summative assessment.

Impact

Impact of feedback will be assessed through book sampling. Sampling may take place for two different reasons:

1. To measure impact of marking and feedback in a year, subject, or class
2. To measure impact of marking and feedback for a particular student or cohort of students

Data collected from formally assessed student work, alongside the MBMs, will also be used to measure the effectiveness of feedback.