



# Marking & Feedback Policy

This policy has been adopted by the Creative British School Principal and board of Governors

Policy Created	November 2025
Policy Review date	August 2026

Signed Principal: Ms Julia Flavin

A handwritten signature in blue ink that reads 'Julie Flavin'.

Date: 1-11-25



## **Rationale**

To encourage all students to take pride in their work, present it neatly and adhere to the simple rules for presentation.

To ensure that all students receive high quality feedback to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self- assessment.

As a result of this policy, there will be a greater consistency in the way that student's work is presented and marked across the National Curriculum Key Stages.

## **Aims for Presentation**

To achieve high standards of presentation across the school.

To foster pride in all work so that there is continual improvement in presentation of work.

## **Aims for Feedback**

- To provide a coherent picture of good or better practice in feedback.
- To provide positive reinforcement of the learning and teaching process.
- To ensure that effective learning results from manageable feedback.
- To give teachers, teaching assistants and peers the skills for effective feedback.
- To give students an understanding of how they learn and what strategies help them to be successful - 'meta cognition'.
- To meet the needs of all students by adapting the learning and teaching programme in the light of feedback within the same lesson i.e. the plenary; in the next lesson; as part of the ongoing programme of learning.
- To ensure that progress is evident in student work over a period of time.

Marking practices and procedures should be kept in line with the school's overall policy on assessment, recording and reporting achievement and in keeping with a wide range of ways in which the school recognises and celebrates student's achievements.

## **Why do we give feedback?**

- To enable a dialogue between the teacher and student, both verbal and written.
- To give a clear picture of what the student has achieved.
- To give recognition and praise for achievement.
- To provide suggestions for the next learning steps.
- To identify common individual and group needs to inform future planning of learning and teaching.
- To empower students to self-assess.

For feedback to be worthwhile, it is essential that students can both understand and respond to it in a meaningful way. This requires students to be able to understand and use the Language of Learning.

## Presentation

Aspect of Presentation	Year Groups
Dated work	Yr2 and up (Short date for most subjects, long date for English)
Learning objectives for all work	FS-Yr3 maybe be printed for students Yr4 upwards students should add LO to all work
Underline headings, titles etc.	Year 3 and up
Use of every page	All
One number per square in Maths books	All
Use of rulers for all charts and underlining	Year 3 and up
Use of Pen	Primary – once pen licence issued (half termly assembly) Secondary - All

### The following procedures for correcting student's work should be implemented by all staff:

- Instant feedback has been proven to be the most effective form of feedback for students.
- Work must be marked prior to the next lesson in a given subject.
- Work should be corrected according to the curriculum focus, i.e. in a piece of science work, correct the science misconceptions. You may highlight three key scientific words which are spelt incorrectly.
- Marking needs to be a positive tool for encouragement – ‘think pinks’ should be used to move learning forward through challenging and extending questions. Plus indicate what students need to do next to improve, “Even Better If”.
- When marked work is returned to students, there should be some sort of verbal feedback either individually or as a class (please refer to feedback codes).
- Where appropriate a brief written comment, positive and constructive should be made on work. This comment should also be informative i.e. not just good or excellent, etc and linked to the learning objective. “What Went Well”.
- Student's work should be marked in GREEN and PINK.

## Spelling

Write the correct spelling above the word and or add missing letters.

Select a maximum of 3 words, have these written for the child to practice either on the page in pink pen. The student is to correct their own misspelt words.

## Monitoring and Evaluation

Learning walks will be conducted each half term including marking and feedback.

Heads of Department, Head of Years and SLT will review a sample of work from each class to monitor the implementation of this policy.

The desired outcomes for this policy are improvement in student's learning and greater clarity amongst students and parents concerning achievements and progress.

### The performance indicators will be:

- An improvement in student's attainment.
- Effective feedback to challenge students and move them forward in their learning
- Consistency in teacher's marking across the two key stages and between the year groups.

- Clear expectations for students and teachers

## Planning for Feedback

- Each year group will plan how to give feedback to the students in a timely and effective manner. This can be found on their annual plans.
- Lessons are organised so that students can receive an appropriate variety of feedback based on the task, inclusive of teacher-led feedback, self-assessment, peer assessment and use of teacher assistant feedback.

Meaning & Reasoning	Symbol
Green pen to be used for comments regarding the positive outcome from the work. "What Went Well"	Green pen WWW
Highlight the LO with Green for met, yellow for partially met and pink for not met	Highlighter, Green, Yellow, Pink
Think Pink questioning should be measurable and require a response/ reflection. They will be used as appropriate for the student's next steps. Think Pink questions must be used to move learning forward (challenging and extending). "Even Better If"	Pink pen  EBI
Students will respond to 'think pink' questions on the same day, if possible, or at the beginning of the next lesson.	Purple pen or pencil
Spelling will be corrected as and when appropriate to each year group. (No more than 3 in one piece)	SP
Punctuation error	P
Grammar error	G
Missing capital letter	C
Incorrect tense used	T
Verbal feedback	VF
Self-assessment (students to write at the top of page)	SA
Peer assessment (students to write at the top of page)	PA
Independent work	I
Student comment	SC

## Subject Specific feedback

### Languages – English, Arabic and French

Feedback should always relate to the learning outcome. In regard to spelling/handwriting and grammar, this should be given feedback when it is the specific outcome or target of the student. It can be corrected (SP - no more than 3 spelling errors at a time).

### Maths, science, Islamic & Moral Education

Correcting misconceptions and guiding their learning forward through questioning, modelling, prompts and reminders.

## **Rewards**

Students are given house points for work which shows improvement or effort. Principal Awards/Star of the Week will be given for work that demonstrates exceptional standards or progress.

Comments on student's work are positive.

## **Moderation**

Each year group will moderate on a regular basis to ensure the feedback policy is consistent across the year. Once a term, the Key Stage will come together to moderate the level of challenge of pink questioning and quality of feedback provided for students.

## **Students of Determination**

The work of Students of Determination may be marked with an appropriate version of the marking scheme. See the Inclusion Policy for further details.

## **Peer and Self-Assessment**

This should always be explicitly taught.

- All students should be involved in their learning.
- The learning outcomes should always be written to allow the students to understand them.
- Students should assess themselves and others against the specific learning outcome/steps to success
- Students make use of peer feedback in lessons and are to be taught to give positive outcomes alongside development points. In lower year groups this may be done as 2 stars and a wish.

Peer and self-assessment have a key role to play in marking and feedback. They empower students to take control of their learning.

## **Student Comment**

Student comments in response to teacher feedback promote metacognition by encouraging reflection on their learning process. This dialogue helps students assess their understanding, identify areas for improvement, and develop self-awareness. It fosters deeper engagement with content, enhancing critical thinking skills and empowering students to take ownership of their learning.

## **Roles and Responsibilities**

The Leadership Team will decide on targets for the School Development Plan, to coordinate and work in line with Curriculum Action Plans. This will be used to develop and build on the school's provision for all students. The Feedback Policy will be constantly reviewed throughout the year due to the changes in Learning and Teaching.