

## MARKING AND FEEDBACK - SENIOR SCHOOL

Policy applies from Year 7 to Sixth Form and to all Staff	
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Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

### Related Policies

Assessment and Reporting  
Curriculum  
Data Protection  
Data Retention  
Homework  
Presentation of Work  
Teaching and Learning

### 1. Introduction

This policy provides a set of guidelines to enable members of teaching staff at Clifton High School to mark work and give feedback in a fair and consistent manner, in order to support pupils' progress and to develop skills, self-confidence, and self-reliance through their responses, and also to assist members of staff with planning and teaching.

This policy aims to ensure timely, and receptive feedback opportunities, to support the School's commitment to individual brilliance, and continuous improvement within the School.

The guidelines should be adhered to ensure there is consistency within all departments and between year groups. Annex A gives a summary of expectations for assessments, and Annex B gives guidelines with regards to spelling, punctuation and grammar.

## 2. The purpose of marking, feedback and assessment

- Feedback is an essential part of a teacher's planning process and is designed to provide pupils with ongoing opportunities to shape, review and develop their understanding of the topic being studied.
- Departments plan the curriculum to ensure that feedback opportunities are embedded across topic planning.
- Feedback is an integral part of the teaching process and visible in lesson delivery; it will be precise, learning focused and timely.
- Teachers will provide feedback to pupils using a variety of learning strategies including questioning, discussion, 1-2-1 conversation, whole class feedback, live marking and summative (assessment) marking. (Please refer to section 3.1 Timescales for Effective Feedback).
- Pupils will be supported in using the feedback they have received to develop their learning. This includes understanding how to interpret feedback given to them as well as how to provide peer feedback to others in their class.
- Summative assessment marking will be used when appropriate to aid retrieval practice, to check understanding and inform teaching, to identify different starting points/gaps and to allow focus for pupil reflection on learning. (Please refer to section 5 - Response and Reflection Time).
- Evidence of pupil use of feedback will be visible in pupils' books through the purple pen improvements to work made by pupils in response to feedback received.
- Pupils should be able to, when asked, fluently explain the feedback they have received and how they have used it to make progress in their learning.
- Departments will determine the most effective way to provide feedback to pupils, thus protecting teacher workload and ensuring that the policy is applied consistently.

## 3. Feedback

Feedback will be visible through the use of varied methodologies.

### 3.1 Four timescales for Effective Feedback

1. **Immediate feedback** - at the point of teaching and learning, Question and Answer sessions (misconceptions/exploration).
2. **Plenary feedback** - at the end of the lesson/task.
3. **Next lesson feedforward** - further teaching to enable pupils to identify and improve their own areas of development identified by the teacher after reviewing the previous work completed.

4. **Summative feedback** - at the point of an assessment to ascertain if a pupil has securely mastered the learning.

### 3.2 Feedback in action in the classroom

Type of feedback	What it looks like	Evidence
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Assessment for learning in the lesson - gathering feedback, to include visualiser, book work, target questions.</li> <li>• Often given verbally to pupils for immediate action directed by the teacher.</li> <li>• Discussions (exploration/communication) 1-2-1 conversation (short, directed at a small intervention within a topic).</li> <li>• Whole class feedback (activity/assessment) groups/individuals.</li> <li>• Peer review (communication).</li> <li>• Non-verbal cues.</li> <li>• Mini plenaries which may redirect the focus of the lesson.</li> <li>• Scaffolds, prompt cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Improvement in books - change in direction for the pupil mid lesson.</li> <li>• Lesson planning.</li> <li>• Pupil interviews.</li> <li>• Live marking (walkabout marking).</li> <li>• Marking.</li> <li>• Codes/annotations.</li> </ul>
<b>Plenary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of the lesson or mini plenary at a specific point in the lesson.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• Self or peer assessment may provide feedback - against agreed criteria.</li> <li>• Different activities such as quizzes, tests, questions may provide understanding by learners.</li> <li>• Guides future plans/actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Improvement in books during the lesson.</li> <li>• Self and peer assessment.</li> <li>• Results from activities or tests.</li> <li>• Changes in planning.</li> </ul>

<b>Feedforward</b>	<ul style="list-style-type: none"> <li>• Next lesson review/feedback given to pupils and time to respond - this will include identified strengths, areas for development &amp; time for pupils to work on identified development areas.</li> <li>• Use of the feedback stamper (wherever possible, and at least according to the expectations of frequency below) - response and reflection time.</li> <li>• Additional Marking codes used in subjects/appropriate annotations if required.</li> <li>• Proof-reading and editing in writing - See below for the use of Purple Pen.</li> <li>• Changes to planning and common misconceptions/errors planned for in the next lesson or subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks/lesson observations.</li> <li>• Improvements in books - next lesson picking up on errors and misconceptions through editing or skills taught.</li> <li>• Evidence of editing and redrafting as appropriate.</li> <li>• Changes in planning.</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Changes in planning and curriculum where appropriate for next lesson, series of lessons or next time it is revisited.</li> <li>• Supports interventions for groups and individuals for specific areas of development.</li> <li>• Different activities such as quizzes, tests, questions may lead to understanding by pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted planning.</li> <li>• Intervention plans and evidence in books of specific work for groups/individuals.</li> </ul>

### 3.3 A reminder!

Verbal feedback should:

- refer to clear learning objectives and be positive as well as constructive;
- recognise effort as well as achievement; and
- be the primary source of feedback.

Written feedback should:

- be eligible and easily understood;
- be responded to by the learner; and
- be in a different colour- Purple Pen for pupils.

#### 4. Feedback stamper

To support the response and reflection process, a feedback stamper has been designed to structure feedback. Each aspect of the stamper is explained in the table below. Although more than one point can be made for each symbol, the effectiveness of the feedback needs to be considered. Pupils are more likely to be able to respond effectively and thoroughly if there is one single and clear point made adjacent to each symbol.

This stamper has been designed for two reasons:

- to provide an effective reminder of how feedback should be structured; and
- to protect teacher workload, ensuring that the stamp is used consistently.

The expectation on frequency is as follows:

- once per fortnight for Years 7-11\*; and
- once per week for all A Level subjects, Years 12-13\*\*.

\*For subjects that are largely practical, this may be less often as appropriate to the frequency of written work done in each unit of work.

\*\*For shared A Level groups, note that it is once per week per subject (not per teacher).

The stamper should be used on all internal assessment papers.

	<p><b>What went well?</b></p> <p>Adjacent to this symbol, teachers write a relevant point of praise to highlight to the pupil a particular aspect of their work that they should seek to build on and replicate again in future. Teachers should be specific here to make it useful to the pupil in consolidating an aspect of their learning that is already positive.</p>
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	<p><b>What do you need to target to improve this skill or topic in the longer term?</b></p> <p>Adjacent to this symbol, teachers highlight an aspect of the pupils' work that needs to improve in future. Reference made to any apparent misconception or repeated error would be appropriate here. If necessary, an example can be given of how to correct such errors.</p>
	<p><b>What are your immediate next steps?</b></p> <p>Adjacent to this symbol, teachers should give clear instruction to pupils on what they should do (in purple pen) in their response and reflection time. This might point pupils to particular sections of work to make a second attempt on, or to correct. It might point them towards a relevant extension task, particularly if all main parts of the previous work have been mastered already by the pupil. Pupils' next steps should be done in purple pen.</p>
<p><b>Pupil's Reflective Response</b></p>	<p>After having completed their next steps, and made any necessary corrections to their work, pupils write a sentence of reflection on their learning from this feedback. This should be completed in purple pen.</p>

## 5. Response and Reflection time

Once feedback has been given, pupils need to be able to respond. When giving feedback therefore, teachers should offer pupils lesson time to reflect critically on how to improve their work and then to develop new techniques to respond to their feedback, putting it into practice.

A dialogue is opened with pupils about their feedback, and teachers offer time and space for this to happen. The following headings enable effective use of response and reflection time:

1. **Reflect critically** - we expect pupils to spend approximately twice the time reflecting on feedback as it took the teacher to write it.
2. **Developing techniques** - teacher guidance is crucial. Teachers model and scaffold to exemplify the feedback given and show pupils how to improve.

3. **Improving** - pupils immediately apply their feedback and put the techniques into practice, carrying out their “next steps” (see table in section 4 above).

### 5.1 What should pupils be doing during Response and Reflection time?

There are many different tasks that pupils can do during Response and Reflection Time, depending largely on how their assessed work needs to improve. **Pupils’ responses should be done in purple pen.** The following list is by no means exhaustive:

- redrafting of a whole piece of work;
- re-drafting of a section of the work;
- redoing a task (for example a graph);
- answering a question/questions; and
- editing and making corrections.

### 5.2 Response from Parents

Once per term, parents will be asked to engage with the feedback loop by their own written comment (underneath the feedback stamper) responding to the learning that has taken place. For this, departments choose one key piece of work for them to comment on. This will take place during a specified time-frame towards the end of each half-term.

### 5.3 Peer feedback

Peer feedback should also be a regular part of classroom practice and **can also be conducted in purple pen.** Using peer feedback as part of a culture of critique within the classroom can have a transformational effect on learning, particularly if pupils 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).

## 6. Summative assessment

Marking should be “comment-only” unless it is a key assessment or examination or it is a situation where it would be appropriate for the marked work to be graded, for example if it is a non-key assessment piece of work would equate to a mark or grade, in which case it should be recorded by the teacher and shared with the pupil.

Summative assessment will vary according to year-group. In Years 7-9, summative assessment will be informed by grades A\*-E. At GCSE and A level assessment will be informed by the criteria and grade boundaries published by the exam boards. Pupils’ results from centralised assessment points and predicted grades, are tracked using SISRA Analytics software. See Assessment and Reporting policy for full details on assessment.

## 7. Marking Pupil Work



Pupils' work must be marked regularly, with relevant outcomes recorded by the teacher. Whilst interim marking may also occur, marking with the stamper must be done according to the frequency outlined in section 4 above.

Digital methods including marking via OneNote are encouraged. Not all pieces of work can be marked in detail, and some marking can be done by pupils themselves and their peers.

Teachers need to decide which pieces of work will be given detailed attention for example key assessments. However, the focus of the marking done should always relate to the learning objectives of the task and to supporting pupil progress. Pupils know that it is acceptable to make mistakes - making mistakes is one of the ways we learn. Mistakes should be corrected where appropriate, but not erased. Teachers and staff should mark and give feedback **in green ink**.

### **7.1 The Purple Pen**

When responding in writing to teachers' comments and making corrections and second attempts at pieces of work, pupils should use **purple pen**. This use of **purple pen** clearly differentiates between first and second attempts, so that when looking back at this work pupils and teachers can easily identify where pupils have made progress because of teachers' input.

### **7.2 Legible marking that has a clear meaning .**

Ticks should be placed above/near elements which reflect the success criteria of the learning objectives. Ticks should be appropriately sized so as not to obscure pupils' work. Only a limited number of crosses should be used (a 'C' or a '?' is preferred to highlight the need for correction), underlining or circling mistakes can be used to highlight specific problems. Stickers, stamps, and smiley faces may be used when appropriate.

### **7.3 Key points for marking**

It is important to ensure the 10 following key points are adhered to when marking pupil work:

1. All marking should be done in line with relevant additional departmental guidance, found within departmental handbooks, to ensure that there is consistency within and across departments/year groups.
2. Using explicit success criteria in setting and marking assignments can be more effective, particularly if highlighting is used. Pupils should know in advance how to succeed on their work.
3. Both positive comments and areas to improve are included using the feedback stamper. Teachers may additionally refer to other codes such as 'what went well (WWW)' and 'Even Better If' (EBI) where appropriate.
4. Feedback should be age-appropriate and relevant to the task.
5. Clear explanations are provided to ensure that the pupils understand what the feedback or grade means.

6. Response and Reflection Time should be made available in subsequent lessons to allow pupils time for reflection on the teacher comments, and to respond/make corrections (if appropriate) **in purple pen**.
7. Self and peer assessment are very valuable learning tools, so some work can be marked in this way, with appropriate direction from the teacher.
8. Staff should maintain high expectations of pupils' presentation of work in line with the School's Presentation of Work policy.
9. Teachers should keep a record of outcomes from key pieces of work in their teacher mark books.
10. All marking should be returned as soon as possible, for feedback to be received in a timely manner where the work is still memorable and relevant to the pupil. Where appropriate, time should be factored in for oral feedback so that reasons can be discussed more specifically and areas for development and progress can be explored on a one-to-one basis with the pupil.

## **8. Teacher Record Keeping**

All teachers should keep a detailed record of marks and assessments either in their teacher planner or in an electronic mark book. Records of marks should be kept up to date and available to be seen by the Head of Department or the Senior Leadership Team on request. Mark books will be monitored, and quality assured by Heads of Department, and as part of the Peer Department Review process.

### **8.1 Mark books**

The following should be recorded in teacher mark books:

- Name/Form Group.
- Special Educational Needs and Disabilities (SEND), and English as an Additional Language (EAL). Those pupils who have an Educational Health Care Plan should be clearly indicated, and the teachers have a copy of the EHCP that they refer to routinely.
- Baseline Assessment Scores e.g., BASE, PIPS.
- MidYIS (Year 7 - 9), Predictions for GCSE.
- YELLIS (Year 10), Predictions for GCSE.
- AS/A2 Predictions from ALIS and GCSE points score (Years 12-13 only).
- Each set of marks should be labelled with the date and the name of the task.
- If symbols are used in the mark book a key should be provided at departmental work scrutiny.
- Scholarship status - Teachers are expected to provide appropriate stretch and challenge work for pupils according to their scholarship status. In particular, all classroom-based lessons should provide stretch and challenge work for all Academic and Combined Scholars.

## 8.2 Tracking progress

In all curriculum areas, pupils should be provided with progress sheets which track their progress. The design of these sheets can be unique to each curriculum or subject area, but they should give pupils 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 regularly, and at least once per term. The end of each section or unit of work is a suggested regular point for this. For further information on this, see also the Curriculum policy and the Assessment and Reporting policy.

## 9. Monitoring and evaluation

Monitoring and evaluation of marking will be done through work scrutiny carried out within departments and through Department Reviews. Pupil work will be monitored as it will form an important part of the conversations with learners regarding their progress, and a group of pupils will be invited once a term to present their work to the Governors.

All teachers are responsible for the effective implementation of this policy within their lesson delivery and planning, and Departments will monitor the implementation of the policy throughout the academic year. CPD will be available for all staff regarding the effective use of feedback with pupils and resources.

This policy and its implementation will be monitored and evaluated through:

- conversations with pupils and class teachers, conducted as part of the whole school approach to continuous improvement; and
- Peer Departmental Reviews, Work Scrutiny and Learning Walks.

## 10. Policy Stakeholders

The following people are stakeholders in this policy:

- **Pupils** - to ensure that the feedback they receive enables them to make progress
- **Staff** - to enable them to use their professional judgement in how best to provide feedback in a timely, specific, and receptive manner
- **Leaders** (Senior Leadership Team, Heads of Department and Heads of Year) - to ensure that pupil outcomes and teacher workload are protected.
- **Parents** - to support them in understanding how feedback is provided to their children.
- **Governors** - to support Governors in understanding the feedback and marking policy in terms of processes and outcomes.

## 11. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. Our marking and feedback is fully inclusive. We recognise the entitlement of all pupils to a



balanced, broad-based curriculum that all pupils can access. We have systems in place for early identification of barriers to learning and participation so that everyone can engage in school activities. We acknowledge the need for high expectations and suitable targets for all pupils.

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## Annex A Expectations - Departments Summary at a glance

At certain points during topic delivery, departments may decide to complete a standardised assessment to help monitor pupil progress. To maximise the value of these assessments to pupils, best practice would be for the following to be apply:

- Embedded retrieval activities throughout the scheme for learning regarding topic points.
- Sharing of mark criteria with pupils prior to assessment.
- Opportunity to peer mark aspects of assessment.
- Teacher provides whole class feedback on key development themes and misconceptions.
- Post assessment opportunity to complete a development question as a result of the teacher's review of learning.
- Each department will determine how feedback will look in connection to their curriculum planning.
- Pupils will be shown how to receive feedback effectively from peers and teachers so that they can communicate what they have learned and what they need to do to improve further.
- There is no expectation that verbal feedback will be recorded.
- Feedback from the teacher may be individual or through whole class delivery.
- Pupils will be given planned opportunities to show their use of received feedback in their work and will be able to discuss these improvements when asked (Please refer to the Feedback Stamp)
- Pupils will be able to recognise success and improvement as well as areas for development within their learning.
- **Merits will be given** to ensure pupils are aware of achievements.



## Annex B Spelling, Punctuation and Grammar

Spelling, punctuation, and grammar (SPAG) does not need to be marked in every piece of writing. Pupils cannot effectively focus on too many things in any one piece of work. However, appropriate elements and those which have been taught should be highlighted; for example, if the pupils have been focusing on verbs in the past tense, and a mistake is made in independent writing, then this should be pointed out to the pupil. Misspelled high frequency words, key vocabulary and technical language should be highlighted for the pupil.

Pupils can be asked to correct a certain number of spellings if the teacher has indicated where mistakes have been made. When making corrections to spelling and grammar, teachers will find the common guidelines below helpful:

Sp	Spelling error, you can write the correct spelling at the end of the piece of work
P	Punctuation error, correction can be illustrated in a different colour
//	New paragraph needed
^	Indicates an omitted word
FS	Indication to use full sentences
✓	Exceptional point/use of language