



Subject: <b>Marking and Feedback</b>	Number: <b>POL00137</b>
Approved by: <b>Managing Director</b>	Type: <b>Policy</b>
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**1. Objectives**

**1.1 Overall Aims**

The Robert Holme Academy is a small independent school based in Brigg, North Lincolnshire. The Robert Holme Academy caters for students that have struggled to achieve in mainstream educational institutions and require a more personalised education programme.

The Robert Holme Academy offers topic-based learning for many of the subjects studied which allows for differentiated learning to meet the needs of the students within the class with different outcomes.

Marking and feedback is part of effective planning, student focused and central to all classroom practice. We believe that marking and feedback should be sensitive and should be used to boost self-esteem, motivate, promote understanding of individual targets and improve educational standards.

The curriculum is designed to enhance developmental and age-related learning, while encouraging students to take ownership of their individual targets.

The curriculum’s aim is to support and boost student’s attainment within the core curriculum and enhance social, emotional and cultural development in order to encourage the student’s return to mainstream education.

The Robert Holme Academy does not put a ceiling on student achievement and believes in aiming high.

**2. Scope and Applicability**

This policy is applicable to all management and teaching staff.

A number of assessment methods are utilised. Marking can therefore include:

- ‘light touch’ marking;
- number/grade scores;
- verbal discussion – student comments;
- discussing work in progress with students;
- whole class discussions on common errors, achievements and ways to improve;
- peer assessment;
- paired assessment;
- self-assessment; etc.

**3. Procedure**

**3.1 Responsibilities**

Teaching staff are responsible for monitoring and recording the progress of students.

The Managing Director and Headteacher is responsible for reviewing performance data and identifying opportunities for improvement.



### 3.2 *Principles of Marking*

We recognise that it is unreasonable to ask teachers to mark all work every day. We believe instead that marking should be done as a method of feedback to students and should be linked with learning intentions, EHCP targets and Key Performance Indicators. Marking and feedback is given in order to raise the standards of education.

Marking is most effective when it is frequent and regular. The type of marking should be appropriate to the piece of work being marked. Teaching time should have time for reflecting and responding on marking.

All feedback should be done to improve self-esteem and support their dignity. Some students will struggle with the idea of failure and shame. Due to this, the level of detail in marking should be chosen based on the type of work and individual whose work is being marked.

Giving feedback is important to develop reflective students. Reflection helps students to take ownership of their targets, aims and objectives.

Marking and feedback can therefore include:

- verbal feedback; and
- written (formative comments).

### 3.3 *Summative Assessment*

Although feedback and marking should be completed on an ongoing basis, for learning. At the end of unit of work, there should be an overall, more in depth, piece of feedback. This should directly link to specific learning objectives based on EHCP targets (as required), Key Performance Indicators and areas of strength and development.

### 3.4 *Self, Paired or Peer Marking*

Self, paired or peer marking is important for building self-evaluation and reflective skills. Self-marking should include success criteria and areas for development. Individual teachers can create their own criteria for this. For example, WWW, EBI, NS or a success, an area for improvement and an on the spot improvement.

All self, peer or paired marking should be monitored to ensure it is all is fair, supportive and models that of the teachers. Self, peer or paired marking should be used to build self-esteem and relationships.

### 3.5 *Marking Methods*

Teachers marking and feedback should be given in a purple pen. Any self, paired or peer marking should be done in green pen. These are provided by the school.

Students should have time within lesson to read and respond to feedback in their work.

Written feedback should be legible and neat so students can clearly read and understand them.

Visual responses such as stickers and stamps are encouraged but should be age appropriate.

Teachers should follow the marking code. This should be displayed clearly in every classroom for students to see and use. When discussing marked work, teachers should refer to the marking code.

If students get multiple incorrect answers, it is not expected that they correct all of them. This clearly shows that the student requires further support, and this should be given before the teacher decides on the next appropriate piece of work.



**3.5.1 At the end of Level 2**

Students should be able to write titles and the full date in all lessons. In maths a number date is acceptable. These should be underlined with a ruler. Writing should stay on the line and show clear presentation using pencil. Mistakes can be rubbed out with an eraser. To encourage independent writing skills, worksheets should be used minimally.

**3.5.2 At the end of Level 4**

Students should rule off after the last piece of work and write numbers in the margin when necessary. Students should use handwriting pens for written tasks. Correction fluid is not allowed in school. To encourage independent writing skills, worksheets should be used minimally.

**3.5.3 At the end of Level 6**

Students should cross out mistakes using a tidy line rather than an eraser. Students should also use subtitles when appropriate and underline these. Students should write in blue or black biro. Worksheet use should be strictly limited to encourage independent writing skills.

**3.6 Monitoring and Evaluating marking**

A selection of books will be monitored from each class in staff meetings termly to ensure constructive support and standardisation of the marking code.

The Headteacher will routinely monitor the effectiveness of marking and monitor books regularly to ensure that marking is supportive and constructive.

**3.7 Marking Codes**

MARKING CODES	
Symbol	Meaning
P	Correct
O	Incorrect
Sp	Spelling Mistake (corrected)
?	Doesn't make sense/needs to be clearer
^	Missing word (add a word)
//	New paragraph
e.g	Provide examples
○ (circled)	Missing or wrong punctuation mark
○ (circled)	Wrong case – either upper or lower



**4 References**

Further information can be found in:

1. The Department for Education Independent School Standards, available at:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800615/Independent\\_School\\_Standards-\\_Guidance\\_070519.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards-_Guidance_070519.pdf)
2. The National Curriculum in England: primary curriculum, available at:  
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>