



The Grange School

Whole School Marking and Feedback Policy

Policy Date: June 2026
Review Date: June 2028

Goal

To establish a broad, consistent approach to the way students' work is marked and feedback is given, so that students feel valued and have a clear understanding of how well they are doing and what they can do to improve. Marking and feedback will inform teacher understanding of students' needs, leading to individualised planning, resulting in students improving their knowledge, understanding and skills.

The Grange School 'DNA' is at the heart of Teaching and Learning at The Grange. Marking and feedback expectations across the school should be consistent in both purpose and delivery.

Definitions

Marking: a method for teachers to check student outcomes and make decisions about what teachers and pupils need to do next.

Feedback: information given to the students about their performance relative to learning outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the student's actions to achieve a goal, by aligning effort and activity with an outcome, usually via a specific task for each student.

Aims

- Effective marking and feedback is meaningful, informative, regular, positive and written in language that students can use to help them to improve.
- Teachers provide students with incisive feedback, in line with The Grange School's assessment policy, which outlines students' misconceptions and identifies activities to support the students to improve their knowledge, understanding and skills.
- Students are eager to know how to improve and use the marking and feedback effectively.
- Teachers use information gained through their marking to plan future learning activities



- Teachers support the embedding of literacy skills through verbal feedback in class as well as through marking written work
- Marking should be focused on improving students' learning outcomes

School Principles

Teacher marking/feedback should be meaningful, motivating, and timely. It should focus on what the student can do to improve their knowledge/skills leading directly to a student response which shows that progress has been made as a result. Feedback, and the resultant activity should enable the student to improve their work, understand/resolve their misconceptions, consolidate or extend their learning in relation to success criteria. Students should be given opportunities to reflect and respond, which may include editing work, correcting errors, answering follow-up questions. Students' written response to teacher feedback will be in green pen and aims to show student development.

Each subject has a Marking and Feedback policy which is tailored to help students to improve in that subject. Feedback should be adapted to meet individual needs (e.g. SEND / EAL). Classwork, homework and assessments will include a variety of the following key principles:

Summative Assessment

- A minimum of one piece of summative assessment per half term. This will also include feedback/activities related to formative assessment to support student progress.
- Levels should be in the 9-1 GCSE format across KS3 and KS4. The scheme of work should clearly identify when assessments will be made along with clear assessment criteria that are shared with students.

Written Formative Feedback

- Developmental comments have the most effect on raising standards. The strengths and next steps should relate to the learning criteria/outcomes set for the piece of work and clearly support improved student progress.
- Assessment and feedback are evident in exercise books with student responses/improvements shown in green pen. Shared language by teachers and students will be used in the feedback.
- Model answers may be provided/discussed to highlight key points and discuss misconceptions.

Verbal Feedback

- This is a valuable type of formative assessment; student voice and learning walks will show evidence of its effective use in the classroom.
- Questioning and 'spotlighting' will be used to gauge understanding and uncover misconceptions.
- Students are encouraged to participate in discussions with their teacher and their peers; this aims to improve their oracy skills, understanding and independence in order to progress.



Self/Peer Assessment

- Students should complete work being aware of the success criteria, linked directly to the lesson/task objective. They mark theirs or others' work according to these criteria and are able to identify positive aspects and areas for development. This feedback may be verbal or written.

Online Feedback

- Online applications are increasingly used across many subjects to provide effective learning platforms. Many of these platforms provide immediate online feedback to students linked to learning objectives, with suggestions on how the students can develop their work.

Ink Colour

Teachers mark work in RED pen; students should make corrections, respond to feedback, or self-assess using a GREEN pen.

Subject Marking and Feedback Policies

This whole-school guidance articulates the principles that underpin effective marking. However, it is important that subjects have the flexibility to devise approaches that are fit for their specific purposes. Each subject has a defined policy which gives details on the following areas:

Assessment/Levelling

- Timing and regularity of assessed work
- Clarity on how the assessments will be marked/levelled
- Explanation of how the feedback will be written

Tracking Progress

- Clarity on how assessments, levels and progress will be tracked
- Identification, and timing, of tracking sheets that should be completed

Homework

- Regularity and timing of homework setting
- Intended time that students should be working on the homework
- Clarity on what homework tasks are appropriate, including the need for differentiation and scaffolding (see Homework Policy for more detail)
- Marking/levelling requirements
- Where levelling is not required, clarity on the feedback that will be provided

Student Response to Feedback

- Expectation of how students are expected to respond to written/verbal feedback?
- Expectation of how students are expected to respond to summative assessment feedback?

Classwork

- Clarity on the circumstances/activities in class which will be marked by the teacher
Details of specific tracking/assessment booklets/sheets that are completed during lessons?



Monitoring and Evaluation

Subject Leaders are responsible for ensuring that their Marking and Feedback policy is being followed and that there is consistency within their department areas. Monitoring will include work scrutinies, student voice and classroom observation – on a department and whole school basis – and should review the impact of feedback on student progress Action Plans will be in place where staff need to improve their practice.

Progress tracking sheets, discussions, and students' work in their books will inform teachers' assessments of student progress.

