

Policy Title: Feedback and Marking Policy (Senior School)
Last Review: 2026-27
Staff Member Responsible: Deputy Head Academic

At Westonbirt School, feedback is a crucial component of high-quality teaching, guiding pupils on where they currently are, where they need to get to and crucial next steps. It can take many forms including peer, self, group, teacher marking, or verbal. It is a 'call to action' giving pupils a clear sense of how they can improve, requiring a response that leads to progress.

The Feedback and Marking Policy aim to promote consistent and high standards of feedback, without compromising the intricacies of each individual subject discipline. There is a commonality of approach to ensure that in all subjects, across all attainment ranges, pupils are given the same opportunities to maximise their learning and achievement.

This policy applies all pupils and teaching staff in the Senior School, with the relevant year groups defined.

Principles

1. Effective feedback is a product of a well-planned curriculum, taught with expert pedagogy, that elicits the necessary evidence of learning of each individual pupil.
2. Feedback should respond to the needs of the individual pupil, be forward focused and stimulate deep cognition (not emotion); a dialogue should be created between teacher/pupil with the latter having time to respond.
3. Live formative teacher feedback in the moment should be recognised as the most effective form of feedback to progress learning; peer and self-assessment are valuable tools but need to be well structured by the teacher.
4. For written feedback, the focus will be on **quantity rather than frequency** (4 quarters marking, Dylan Wiliam); there should be consistency of approach in terms of targeted comments (not grades, especially for KS3) – a call to action.
5. Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.
6. Identify incorrect spelling, punctuation and grammar as appropriate is a necessity for all teachers.
7. Feedback should aim to build independence and meta-cognition via peer analysis, with pupils analysing and commenting on their own work, as well as target setting.

8. All feedback should be kind, specific and helpful.

Feedback in practice – Type, Form, Frequency

Type	Form	Frequency
Verbal	Live, in the moment, elicit evidence of learning. Hinge questions, MCQ questions. Marking codes, Knowledge Organiser quizzes. Audio recording. Using model exemplars.	Every lesson, to be determined by the subject specialist. SEND/EAL learners are a must. Frequency determined by ability to act upon feedback.
Written	Written or typed, a 'call to action'. Actionable feedback – revisit, redraft, reflect. Live green pen marking. Find your feedback activities. No grades for KS3. Mark for literacy. Dedicated Improvement and Reflection Time (DIRT).	Approximately 25% of work in books is marked in detail.
Whole class	Whole class feedback sheets completed. DIRT time to act on feedback. Misconception banks. Using visualisers.	Approximately 25% (including homework) is delivered using whole class feedback sheets. At teacher's discretion.
Self/Peer	Micro quizzing using knowledge organiser. Do Now tasks. Using success criteria. Exam wrappers.	Approximately 25% of work is peer/self-marked. At teacher's discretion.

Written Marking

At Westonbirt School, marking as a form of feedback is an expectation of ALL teachers. It forms a crucial element of the overall diet of feedback for each pupil. Feedback should be presented as a 'call to action' and teachers must insist on pupils responding to written comments. During learning walks and observations, observers will look in books and expect to see written feedback.

- Teacher Expectations – Four Quarters Marking – a guiding framework, not a rigid structure.

25% - Detailed Written Marking: Teacher provides in-depth, actionable feedback on a specific piece of	25% - Skim Marking: Teacher reviews work quickly to assess understanding and identify common
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work. This applies to work in books and online and should be clearly signposted (i.e green pen and response box). Written comments are a 'call to action' – pupils must respond. Feedback should be adapted to individual needs.	misconceptions, often informing whole-class feedback.
25% - Self-Assessment: Pupils evaluate their own work against a marking scheme/criteria, monitored by the teacher. The process must be modelled by the teacher.	25% - Peer Assessment: Pupils assess classmates' work based on teacher-provided criteria. The process must be modelled by the teacher.

*Pupil Expectations - Pupils are required to respond, in writing to their teachers' written comments.

Written Marking for Practical Subjects

For practical and creative subjects, marking should recognise that progress and attainment may be demonstrated through a range of practical, creative and performance-based outcomes, rather than solely through written work. Assessment should be based on clear, subject-specific criteria and, where appropriate, practical demonstration, observation, skill development, creativity, application of knowledge, technical execution and the ability to evaluate and refine work. In subjects such as PE, Dance, Art, Food and DT, teachers should provide feedback that identifies strengths and specific next steps, enabling pupils to understand how they can develop their skills and improve the quality of their work or performance. Marking should remain purposeful, manageable and consistent with the expectations and assessment practices of each subject.

Written Marking for KS4 and KS5

At KS4 and KS5, feedback and marking should support pupils in developing the knowledge, skills and independence required for success in their chosen qualifications and future pathways. Teachers should use a range of formative and summative assessment approaches to identify misconceptions, monitor progress and provide clear next steps for improvement. Written feedback should be focused on the demands of the subject and examination or assessment criteria where appropriate, while continuing to promote deeper understanding and independent learning. The frequency and nature of marking should be determined by the needs of the pupils, the curriculum and the teacher's professional judgement, with particular emphasis on feedback that pupils can act upon. Examination classes should also be supported in developing the ability to evaluate their own work, respond to feedback and make informed improvements.

Written Marking for Examinations

Our approach to examination feedback and marking is designed to provide pupils with clear, consistent and constructive information that supports progress and improves future performance. Marking will be purposeful, proportionate and aligned with examination board requirements and agreed departmental

standards. Teachers will identify strengths, address misconceptions and highlight specific areas for improvement, using examination-style questions and mark schemes where appropriate. Feedback will encourage pupils to reflect on their responses, understand how marks are awarded and apply this understanding to subsequent work. Departments will regularly review examination performance and use assessment information to inform teaching, intervention and revision, ensuring that pupils are supported to make sustained progress and achieve their potential.

Written Marking for SEND Pupils

Feedback and marking should be adapted to meet the individual needs of pupils with Special Educational Needs and Disabilities (SEND), in accordance with their individual support plans and the school's SEND provision. Teachers should use their professional judgement to ensure that feedback is accessible, specific and supportive, taking account of pupils' learning needs, communication preferences and reasonable adjustments. A range of feedback approaches, including verbal, written, visual, self and peer feedback, should be used where appropriate to support understanding and progress. Pupils should be given sufficient time and appropriate support to respond to feedback, with the aim of developing independence, confidence and the ability to act upon next steps. Marking should focus on meaningful learning and progress rather than unnecessary quantity and should be coordinated with the SENCO and relevant staff where appropriate.

Monitoring and Evaluation: Application and Measuring Impact

The effective implementation of this policy will be monitored through a range of complementary methods. Evidence will be triangulated across different sources before judgements are made, ensuring that evaluations are based on the impact of marking and feedback rather than on a single measure or approach. Where staff require additional support, appropriate professional development and guidance will be provided.

- Continuing Professional Development (CPD)

Marking and feedback will form an integral part of the whole-school CPD programme. Opportunities will include the sharing of effective practice, collaborative discussion and Book Looks, enabling colleagues to learn from one another, develop their practice and recognise examples of high-quality feedback. Where teachers are experiencing difficulties in implementing the policy, targeted support and professional development will be secured.

- Learning Walks

Heads of Department (HODs) will conduct learning walks to evaluate the impact of feedback on pupils' learning, rather than focusing solely on the methods used to provide it. SLT will also undertake learning walks and provide feedback to HODs. These activities will be informed by conversations with pupils and reviews of their books, helping to establish how effectively pupils understand, respond to and act upon the feedback they receive. Pupils will be encouraged to reflect on feedback and identify how it supports their progress.

- Department Review Process

The impact of marking and feedback will form an integral part of the Department Review Process. Evidence from the review will be considered alongside HOD evaluations to ensure that judgements about the implementation of the policy are grounded in the experience of pupils and staff. SLT will provide feedback and agree appropriate strategies for improvement where required.

- Book Looks and Pupil Voice

Half-termly pupil voice activities will be used to gather feedback from a broad cross-section of pupils across all year groups. These activities will explore pupils' understanding of feedback, how they respond to it and the extent to which it helps them improve their learning. Assemblies or other whole-school opportunities may be used to reinforce the purpose of feedback and the importance of pupils engaging with it.

- Data Analysis

Departmental data trackers will be monitored to identify trends, evaluate the impact of feedback and recognise positive outcomes. HODs will work with SLT to explore emerging data stories and identify areas of strength, as well as opportunities for further improvement.