



# THE MINSTER SCHOOL

## Marking and Feedback Policy

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*Succeeding Together*

*“Whatever you do, work at it with all your heart, as though you were working for the Lord”  
Colossians 3:23*

## Ethos

### “Succeeding Together”

**Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life.**

*“Whatever you do, work at it with all your heart, as though you were working for the Lord.”  
Colossians 3:23.*

## Marking and Feedback

### **What is marking and feedback?**

Research from the EEF has shown that high-quality feedback leads to significant student progress over the course of a year. It has also been identified as one of the most effective and cost-effective ways of improving students’ learning. Consequently, effective marking and feedback is a central part of a teacher’s role and can be integral to the progress and attainment of students.

At the Minster School we recognise that marking and feedback can take many different forms – the best teachers use a combination of these. The most effective feedback allows students to improve, respond and make progress.

Effective marking and feedback promote the following:

- **Succeeding together:** by giving students the information they need to produce the best possible work.
- **Wisdom:** by encouraging students to reflect honestly on their own learning and help create a thirst for knowledge.
- **Optimism:** by ensuring students have high aspirations for the quality and presentation of their work. Students have the confidence to achieve their best.
- **Resilience:** by ensuring students respond positively to feedback, learn from their mistakes and continue to improve their work.
- **Kindness:** by enabling students to support each other to achieve through peer assessment and flourish together.
- **Service:** by providing opportunities for students to take responsibility for their own learning, supporting others in theirs.

### **Aims of marking and feedback**

- To help students make progress.
- To identify and correct misconceptions and errors.
- To provide opportunities for students to reflect and improve upon their work.
- To ensure high standards of presentation and organisation that demonstrate students’ pride in their work and develop healthy working habits
- To inform the teacher’s planning and future teaching.

## The key principles of effective marking and feedback

This policy outlines the general principles for marking and feedback across The Minster School. Curriculum areas will draw upon these principles to develop their own marking and feedback policy to best suit their curriculum needs. There will be commonality across all curriculum areas that ensures that all students have the best opportunities for success.

The general principles are:

- 1) Feedback must be timely and respond to the individual student's needs and abilities.
- 2) Feedback will celebrate the positives as well as identifying areas for development. There will be at least one but no more than three targets for improvement.
- 3) Each curriculum area will ensure that student work is assessed and detailed written feedback given at least once per half term. This work and feedback will be accessible to students. A variety of subject-appropriate strategies may be used to achieve this.
- 4) When written feedback has been provided, students will be given time to process their feedback and respond to it, with the aim of developing self-awareness and embedding knowledge and skills in to long-term memory. This will be called '**Read, Reflect, Respond**' time and will be built in to curriculum planning.
- 5) All homework should be acknowledged through self-, peer or teacher assessment or will be checked or used in the lesson. This may include 'rehearsal' tasks where students undertake assessment practice, but this work is not assessed.
- 6) Any decisions related to marking and feedback will be undertaken by striving to strike a balance between meeting students' needs and managing teachers' workload and wellbeing.

## Forms of Marking and Feedback

'Beautiful Books' have three key features:

1. High quality and challenging **independent student work**,
2. Frequent and useful **written feedback** from a teacher, which helps the student to make progress, and
3. High standards of **presentation**, which show that students take pride in their work and give every task their best effort.

Our approaches to feedback aim to achieve points 2 and 3 above. A variety of feedback approaches will be used over time in each subject.

These include:

<b>Written feedback</b>	<p>There are two types of written feedback – formative and summative.</p> <p><b><u>Formative feedback:</u></b> Formative feedback will assess ongoing progress within a period of learning. It may identify misconceptions, mistakes and opportunities to improve upon work. Formative marking will also include feedback on punctuation, grammar and spellings as relevant to the subject area. A formal grade or mark will not always</p>
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	<p>be given within formative marking. Formative marking will also give feedback about our 'Beautiful Books' presentation expectations, as outlined below:</p> <p><b><u>Beautiful Books: presentation</u></b></p> <ul style="list-style-type: none"> <li>• Work should always be set out neatly – best handwriting</li> <li>• All diagrams to be drawn in pencil – tables and charts using a ruler</li> <li>• All work to have a title and date which are underlined using a ruler</li> <li>• Work should be written in blue or black pen</li> <li>• Mistakes should be crossed out with a single line</li> <li>• There should be no graffiti or doodling on your work.</li> </ul> <p><b><u>Summative feedback:</u></b></p> <p>Summative feedback will include a formal comment which measures students' progress or attainment at the end of a period of learning. A formal mark or grade will be given within summative feedback. Written comments will celebrate the <b>positives</b> (for example effort, specific successes). 1-3 <b>Improvement areas</b> will be clearly identified for students to act upon during 'Read, Reflect, Respond' time.</p> <p><b><u>Frequency of feedback:</u></b></p> <p>The frequency of each type of feedback will vary between curriculum areas and key stages, with students receiving written feedback at least once per half term in each subject (excepting PE at Key Stage 3, where physical activity is the objective). Agreed minimums and approaches will be clearly identified in the feedback policies of each curriculum area.</p> <p><b><u>Teacher workload management:</u></b></p> <p>Teachers may use whole school 'beautiful books' stickers to provide feedback about presentation expectations, with the aim of reducing the time spent writing presentation-related comments and providing more time for diagnostic written feedback.</p> <p>Teachers may develop subject- and topic-specific detailed feedback sheets or codes to use within formative or summative feedback, with the aim of managing workload and identifying key learning foci for students to improve upon. In these instances, feedback must be accessible and clear to students.</p> <p>In addition, teachers may use 'self-marking' tasks (such as quizzes or online tests, e.g. within Show My Homework or Memrise) which will provide automated diagnostic feedback to students. Feedback from these exercises may not be present in student books, but students should be aware of their feedback and know how to access it.</p>
<p><b>Peer and self-assessment</b></p>	<p>Students may assess their own or their peers' work against an accessible mark scheme. They should give themselves or their peer feedback on what they need to do to improve.</p> <p>This form of assessment will be thoughtfully placed within the curriculum by the teacher. Teachers will train students over time to effectively assess themselves or their peers.</p>
<p><b>Verbal feedback</b></p>	<p>Verbal feedback is the most frequent form of feedback received by students, occurring throughout each lesson. Verbal feedback will be shared with students during a lesson leading to immediate action by the student or group of students. It may not necessarily be planned but has a clear impact. Teachers and students are not expected to record feedback, but students are expected to act upon the feedback they have received.</p>

## **Monitoring and Evaluation of marking and feedback**

CTLs must ensure that their department feedback policy supports the whole school principles. Departmental feedback policies will outline:

- The frequency and nature of formative and summative feedback at each Key Stage,
- Any departmental approaches to feedback, including monitoring of literacy, subject-specific feedback forms and any coding systems used, and
- Identification of any common assessments which must be undertaken and assessed.

Five Work Reviews of students' work and written feedback will be undertaken each year by the CTL and departmental SLT Line Manager.

Work Reviews will assess the extent to which student work and feedback meets our 'Beautiful Books' expectations:

1. The quality of students' independent work.
2. The frequency and quality of written feedback, in line with whole-school and departmental expectations
3. The frequency and quality of student response, in line with whole-school and departmental expectations
4. The quality of the presentation and organisation of students' work, in line with our whole-school 'Beautiful Books' presentations expectations.

Other quality assurance activities such as Lesson Reviews, Learning Walks and Student Voice activities will include a focus upon feedback and presentation.