Marking & Feedback Policy

1. Purpose

This policy sets out the whole-school principles and expectations for effective feedback. It is an umbrella policy: each department will maintain a Subject Feedback Policy aligned to this framework, reflecting subject-specific pedagogy, curriculum design and assessment models.

Our approach is grounded in Education Endowment Foundation (EEF) evidence that feedback is a high-impact strategy when it is purposeful, timely and acted upon.

This policy draws upon:

1. EEF *Teaching and Learning Toolkit: Feedback*

2. EEF *Teacher Feedback to Improve Pupil Learning*

3. EEF *A Marked Improvement? A Review of the Evidence on Written Marking* (2016)

2. Definition of Feedback

Feedback is information that helps pupils close the gap between current performance and intended learning goals. It must be capable of improving learning, not simply recording errors.

At Haslingden High School, feedback should be:

1. **Meaningful**

2. **Manageable**

3. **Motivating**

3. Core Principles

Our approach reflects the EEF's guidance on effective feedback.

3.1 Lay Foundations for Effective Feedback

Feedback is most effective when built upon strong instruction, clear learning intentions and success criteria, and effective checks for understanding.

3.2 Focus on Moving Learning Forward

Feedback should target specific learning gaps and provide clear next steps. It should focus on task, subject knowledge, strategies and, where appropriate, self-regulation rather than vague or purely evaluative comments.

3.3 Plan for Pupil Response

Feedback must include structured opportunities for pupils to read, process and act upon it. Without pupil action, feedback has limited impact.

As a school, we use the **WWW/IOTI format** for formal written feedback. Departments must plan for **Close The Gap (CTG)** opportunities to ensure pupils improve or adapt their work in response.

3.4 Written Feedback

Written feedback should be purposeful and time efficient. It is not automatically more effective than verbal feedback and should be used when it is the most appropriate tool.

3.5 Verbal Feedback

Verbal feedback is often highly effective and supports adaptive teaching. It should be aligned to learning goals and followed by pupil action.

3.6 Avoid Over-Prescription

Departmental policies should exemplify these principles without becoming compliance driven. Fixed marking frequencies are not required unless pedagogically justified.

4. Key Expectations in Practice

Departments may choose different methods but must meet the following expectations.

4.1 Feedback Must Be Actionable

Effective feedback clearly identifies what to improve and how to improve it.

4.2 Timing Is Professional Judgement

Staff should decide whether immediate or delayed feedback is most appropriate based on the task and learning needs.

4.3 Pupil Response Is Essential

All subjects must provide routine opportunities for pupils to **Close The Gap**, including:

- Correcting misconceptions

- Redrafting or improving work

- Completing targeted practice

- Responding to prompts or questions

- Applying feedback in future tasks

Green pen/green paper should indicate CTG tasks.

4.4 Methods of Feedback

Feedback may include:

- In-lesson verbal feedback

- Whole-class feedback

- Written feedback

- Live marking

- Structured peer and self-assessment

Written marking is not required on every piece of work. Approaches should protect staff workload and prioritise impact.

5. Formative and Summative Assessment

Feedback sits within a coherent framework of formative and summative assessment.

5.1 Formative Assessment

Formative assessment is ongoing and embedded in everyday teaching. It includes questioning, verbal and written feedback, CTG opportunities, and structured peer/self-assessment.

Its purpose is to:

1. Identify misconceptions

2. Inform adaptive teaching

3. Provide clear next steps

4. Support improvement over time

Formative feedback may include grades where appropriate, but the primary focus is on improving learning.

5.2 Summative Assessment

Summative assessment windows are calendared across the academic year and provide structured opportunities for formal assessment.

During these windows:

1. Pupils complete formal assessments.

2. Grades are awarded and reported to parents.

3. An ongoing grade, reflecting general performance over a defined period, is also reported.

Summative assessment provides a clear evaluation of attainment and informs future teaching and support.

5.3 Relationship Between the Two

Formative assessment supports day-to-day progress.
Summative assessment provides periodic evaluation of attainment.

Following summative assessments, feedback should identify strengths and next steps and be supported by appropriate CTG opportunities.

6. Workload and Sustainability

We will avoid unnecessary workload and prioritise feedback that demonstrably improves learning.

Approaches that require extensive written comments without clear impact should be avoided.

Monitoring will focus on impact on learning rather than volume of marking.

7. Use of Artificial Intelligence (AI) to Support Feedback

The school recognises the Department for Education's position that generative AI can support teacher workload when used safely and responsibly.

AI may be used to:

● Support drafting of feedback comments

● Generate models or exemplars

● Assist in identifying common misconceptions

However:

● AI must not replace professional judgement.

- Teachers remain fully responsible for all feedback provided.

- No personally identifiable pupil data should be entered into publicly available AI systems unless approved and GDPR compliant.

- AI-generated content must be reviewed and adapted before use.

Use of AI must align with the principles in this policy and support pupil progress.

8. Roles and Responsibilities

All teachers
Implement departmental policy in line with this framework and ensure pupils act on feedback.

Heads of Department
 Maintain subject feedback policy, support professional development and evaluate impact.

Middle and Senior Leaders

Quality assure through sampling and pupil voice, focusing on impact rather than quantity.