Teal Salmon Butty

Nurture Education Trust Norwich

Marking and Feedback Policy

Date policy last reviewed: 05/11/2026

Signed by:

Mark Anderson	Headteacher	Date:	05/11/2026
Emma Culley	Chair of governors	Date:	25/11/2026

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Statement of intent

Nurture Education Trust understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2021) Teachers' Standards
- DfE (2014) 'The national curriculum in England: Key stages 3 and 4 framework document'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The Head of Centre is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

The Deputy Head, Teaching and Learning is responsible for:

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within each subject and reporting their findings back to the Head of Centre and other members of SLT as line managers.
- Answering any queries that teaching staff have in regard to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.

- Allowing pupils to ask questions regarding any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Adopt the **WWW – EBI – Next Steps** framework for providing feedback (See marking codes).
- Provide marking that offers clear information about why pupils have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and instruct pupils to record this feedback in their exercise books for review, as appropriate.
- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, to provide appropriately timed feedback.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Carefully consider how to use purposeful, time-efficient written feedback that follows high-quality foundations, is appropriately timed, focuses on the task, subject, and/or self-regulation, and is then used by the pupil.
- Carefully consider how to use purposeful verbal feedback.
- For larger projects – teachers can provide pupils with opportunities to reflect on feedback, using the Feedback Form, which also allows them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SEN Manager should be consulted regarding this.
- Provide positive and pupil-friendly marking and feedback.

- Return work promptly and allow pupils time to review any feedback that has been given to them through regular DIRT opportunities in lesson.

Note: Nurture Education Trust's marking may at times appear to have more written content than a mainstream provision. This is adapted to the communication preference of our students, and our class numbers. Using student-led-activity time to provide written feedback within sessions is acceptable and should be teacher determined.

Pupils are expected to:

- Try their best with any work they complete, including independent work.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements during DIRT opportunities.
- Take responsibility for their learning.

4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, theDeputy Head Teaching and Learning or their Line Manager will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, theDeputy Head Teaching and Learning will help with developing an approach to marking and feedback that is more suited to the teacher.

5. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect on their feedback and may be asked to complete the Feedback Form, if appropriate.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways (these are general suggestions and should be adapted to the preference of the student):

- ✓ Stickers placed on work

- ✓ Displaying excellent work around the room (permission should be granted – through discussion with student)
- ✓ Star of the week certificates
- ✓ Verbal praise in a one-to-one setting
- ✓ Communicating with key worker to indirectly praise work
- ✓ Raffle tickets given out

- û Avoid praise in front of the whole class

Teachers will assess whether pupils understand their feedback by asking them to complete their **Next Steps task.** This could also come in the form of completing the 'Reflection' section of the Feedback Form.

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Marking in maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths:

- ✓ Ticking correct answers and leaving a dot on incorrect answers
- ✓ When possible, providing immediate feedback to students to show them how to reach correct answers
- ✓ If the pupil has shown correct working and a wrong answer, circle the correct part and encourage them to try again
- ✓ If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged

Marking in literacy

Marking in literacy can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in literacy, teachers will use the following techniques:

- ✓ Feedback should follow the **WWW – EBI – NS** structure
- ✓ Feedback must link to the learning objective

- ✓ Identify incorrect spellings with an SP code. Ensure terms are relevant to stage of learning. Select a maximum of 3 spellings per DIRT (directed improvement and response time). Direct students to practice the strategy of **look-cover-write-check-correct**. The last few pages of an exercise book could be dedicated to this practice.
- ✓ When possible, direct students to find the solution through dictionary use.
- ✓ When possible, discuss the spelling strategy relevant to this spelling mistake.
- ✓ Feedback should identify the next steps in the learning process – ensuring advice is age appropriate and linked to learning objectives
- ✓ Correct punctuation (Pu) and grammatical errors (Gr) appropriate to the objectives for the year group
- ✓ Allow specific time for reading, reflection and response to feedback. If a written response is needed, direct students to use purple pen.

Marking in practical subjects

- ✓ Between lessons, when marking practical work, any feedback provided can be written in a learning log – to which students are expected to respond in next lesson.
- ✓ Responses can be practical or verbal – e.g. suggestions on how to do what they must demonstrate in the following lesson

Marking Frequency

For students to receive timely feedback relevant to their current learning objectives, teachers will ensure students receive written feedback once every 6 lessons, or once every three weeks as a minimum expectation.

6. Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
    - Rectifying a misunderstanding.
    - Reinforcing a skill or piece of information.
    - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

The school utilises a WWW-EBI-NS framework in addition to a Feedback Form, where appropriate, which teachers date and complete, detailing the type of work that was undertaken and the areas for improvement. This document is given to pupils for them to review and reflect upon, including writing down any questions.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each class.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given, using an **VF** code. Recording this way will support teachers in tracking which work has be assessed for misconceptions.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.
- **Notes for revision:** by explaining errors in exercise books, students may find it helpful when revising to be reminded of the misconception they had previously made in order to avoid it in the future.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via email (using school accounts) or through the school's e-learning portal (Microsoft Teams)..

Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Teachers will offer feedback on a sample of the work completed by pupils online, and will not rely solely on online quizzes and educational games for pupils to understand how well they are learning.

Where teachers deem it necessary to offer pupils feedback, the teacher will identify the assessed piece, outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The Attendance Officer, SEN Manager and Deputy Head will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy and their EHCPs.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

Where possible, one method of pupils receiving feedback will be done through the school's virtual learning portal **(Teams)** where classroom teachers will make a Team video call – calls will be used to praise pupils and offer teachers the opportunity to highlight areas where development of their skills is needed.

Pupils who are in school will receive feedback in line with the Feedback section of this policy.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

8. Improvement plans

The Deputy Head Teaching and Learning (under direction from the Head of Centre) will conduct reviews of marking and feedback by distributing surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The Deputy Head Teaching and Learning (under direction from the Head of Centre) will conduct reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the Deputy Head Teaching and Learning will create a marking and feedback improvement plan.

The Deputy Head Teaching and Learning will circulate any plans to improve practice to teachers.

The Deputy Head Teaching and Learning and teachers will meet to discuss any issues that have arisen in regards to marking and feedback, as appropriate.

Teachers will pass any concerns regarding the school's marking and feedback practices to the Deputy Head Teaching and Learning.

Teachers' marking and feedback will be reviewed by the Deputy Head Teaching and Learning on a half-termly basis to ensure that practices are consistent and effective.

- Teachers will submit all evidence for the students selected.
- A 'Book Focus Gallery' will be held on a half-termly basis for a formal discussion on the progress of the selected students as well as over all practice.
- A development from this gallery will be a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

This gallery will feed into a wider feedback session for the individual student's involved in the Book Focus Gallery. The student's key worker will be given a summary report from attending subjects with WWW-EBI-NS. The content of this meeting will be focused around attitude to learning, achievement and most importantly, an opportunity to discuss their targets moving forward.

10. Monitoring and review

This policy is reviewed annually by the Head of Centre..

Any changes or amendments to this policy will be communicated to all staff members by the Head of Centre.

The scheduled review date for this policy is October 2027.

Appendix A: Feedback Form

Teachers could use the following form when giving written feedback to pupils on larger projects, providing details on what the feedback is in relation to. This form chould then be passed to pupils for them to reflect on, and write down any questions about, the feedback they have received – pupils should give the form back to their teachers.

Once this document has been completed, keep a copy to show how the pupil has progressed.

Name of teacher:		**Name of pupil:**	
Teachers' comments			
Subject:			
Successes:			
Areas of difficulty:			
Suggested methods for improvement:			
Pupils' comments			
Reflection			
Please tell me what you thought about this subject using the following phrases.			
I liked…			
I learned…			
I think I will…			
I still don't understand…			
I found… difficult because…			
I solved… by…			

I need help with…	
I could get better by…	
Questions for your teacher	
Please write down any questions that you have.	
Do you want to arrange a one-to-one meeting to talk about these questions?	
Please write down any other comments for your teacher.	
Teachers' review	
Was a one-to-one meeting arranged with the pupil to discuss any concerns or questions? What was the outcome of this?	
Was any further action taken? If yes, please provide details.	

Teachers' signature:		**Date:**	

Appendix B: Topic Tracker – Feedback

PSHE Tracking

Me in My World - Crime and the UK Law

Autumn (September to December)

Lesson 1: The impact of crime	Absent	Emerging	Within	Secure	Dates
LO1 - I can explain how there is a variety of consequences for different crimes					
LO2 - I can list the different stakeholders that a crime can affect					

Lesson 2: Areas of Risk	Absent	Emerging	Within	Secure	Dates
LO1 - Use map skills to explain areas which are high and low risk					

Lesson 3: Youth Justice System	Absent	Emerging	Within	Secure	Dates
LO1 - Identify how the youth justice system is different from the adult justice system					
LO2 - Explain the reasons for the differences between the two systems					
LO3 - Explain the best strategy for the courts to prevent repeated offences					

Lesson 4: Stop and search and police custody	Absent	Emerging	Within	Secure	Dates
a) Know your rights in the case of stop and search					
b) describe what to expect when taken to a police station					

Lesson 5 - County Lines	Absent	Emerging	Within	Secure	Dates
LO1 - To explain how county lines works					
LO2 - To identify how criminal exploit young people					
LO3 - To know where to get help if needed					

Lesson 6 - Carrying a knife	Absent	Emerging	Within	Secure	Dates
LO1 - Analyse why people carry knives					
LO2 - Explain how carrying a knife can increase danger for all					

Outside Visitor: County Lines (Joe Dix Foundation)	Date:	13.12.2023
a) First Aid Training	Present:	
b) County Lines Discussion	Present:	
c) Stop the Bleed Training	Present:	

Teacher Feedback

What went well?

This could be even better if...

Next steps:

Appendix C: Book Focus Gallery

Book Focus **Subject: _____** **Student Name _____**

Analysis	R	A	G
Evidence of progress?			
Marking matching the school policy?			
Does marking relate to learning objectives?			
Does marking identify pupil's strengths? *WWW*			
Does marking provide explicit guidance for pupils on how to improve? *Next steps*			
Have pupils been given opportunities to revisit/correct aspects of work they have misunderstood/missed? *Directed improvement and response time (DIRT)*			
Are new topics sequenced in a way that ensures that new knowledge and skills build on what has been taught before? *Relatable to learning journey?*			
Are pupils given opportunities to revisit topics to deepen their understanding? *Recap and Retrieval*			
Is the pupil proud of their work – does it show care and attention?			

Like	Notice	Wonder

Subject leader feedback: *Comments from the subject teacher, including targets.*

_____

_____

_____

_____

_____

Appendix D: Student Voice – Focused Feedback

Student name: Staff name: Date:

Student Review: Student feedback and student voice

General teacher feedback	
WWW	
EBI	
Next Steps	

Student comments

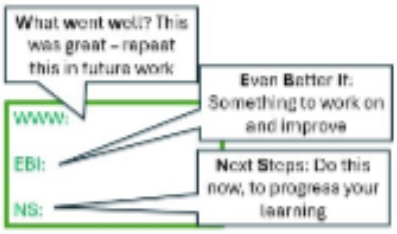
Student signature: _____

Staff signature: _____

Appendix E: Marking and Feedback code

Marking Codes

Symbol	What does this mean?
✓	Correct
✓✓	Excellent work
●	Please check this
V	Vocabulary – find a better word choice (maximum 3 per marking)
RR	Please re-read to check for meaning (maximum 3 per marking)
Sp	Spelling – please correct using a dictionary if you need to (maximum 3 per marking)
Pu	Punctuation (maximum 3 per marking)
Gr	Grammar (maximum 3 per marking)
VF	Verbal feedback (your teacher has given you advice by talking to you)
SCR	Scribe Assistance (an adult has written exactly what you said)
●	Student work, completed on a computer
	Shows where you have read a form of text
	Green highlighted box: a response is needed here



Which writing tool should I use?

Black: Practise work, exercises, note taking

Green: Teacher marking and feedback

Purple: Your improvements, self-assessment, responding to feedback

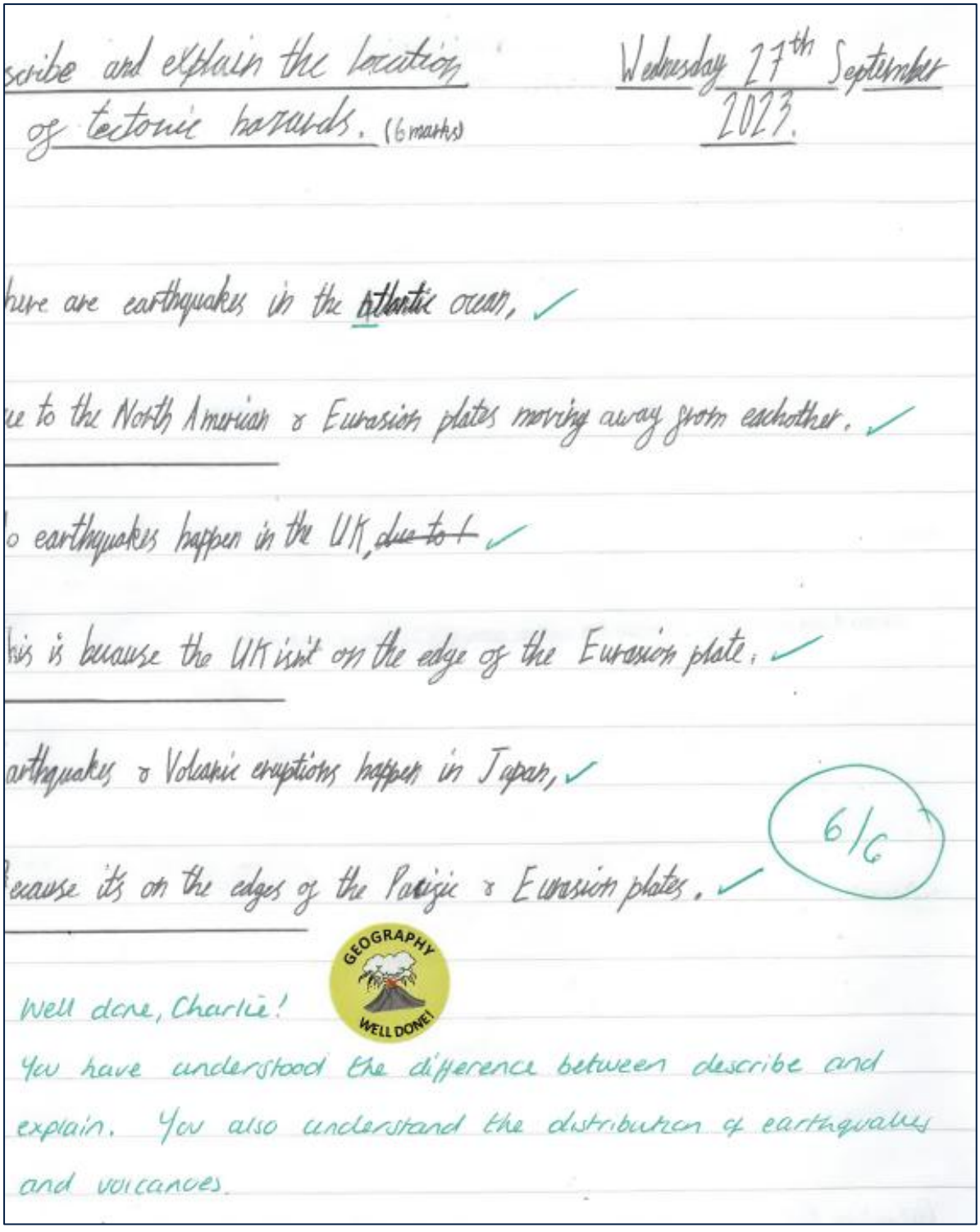
Pink: Peer assessment – another student has marked your work

Pencil: drawing, graph work, sketching

Teacher Reference

Appendix F: Examples of marking and Feedback

a) Explicitly praising achievement linked to objectives



scribe and explain the location of tectonic hazards. (6 marks)

Wednesday 27th September 2023.

here are earthquakes in the Atlantic ocean, ✓

e to the North American & Eurasian plates moving away from eachother. ✓

o earthquakes happen in the UK, ~~due to~~ ✓

his is because the UK isn't on the edge of the Eurasian plate. ✓

arthquakes & Volcanic eruptions happen in Japan, ✓

ecause its on the edges of the Pacific & Eurasian plates. ✓

6/6

GEOGRAPHY WELL DONE!

Well done, Charlie!

You have understood the difference between describe and explain. You also understand the distribution of earthquakes and volcanoes.