

Friern Barnet School

Marking and Feedback Policy



Last Reviewed:	September 2026	Next Review:	September 2027
Approved by:	Senior Leadership Team	Date:	September 2026

Rationale

Regular and effective marking and feedback on students' work is essential for students to be clear about what they know and understand, what they need to learn next and how to make further progress. These are the principles of assessing pupils' progress and ensuring this happens for every student is a priority at Friern Barnet School. This marking and feedback policy will be under regular review to reflect developments in this area.

Aims

Through feedback we aim to:

- set challenging tasks and objectives for students
- identify strengths and areas for development in a student's learning
- be positive and constructive
- encourage students and enhance their self esteem
- recognise the progress a student has made
- recognise when a student has achieved success

Practice

Effective feedback:

- may be verbal as well as written
- is clearly related to the learning objectives and outcomes (success criteria)
- is positive and constructive
- encourages a dialogue between teachers and students
- allows time for students to reflect and respond to comments and prompts

Frequency of feedback:

- Each teacher is responsible for recording a step or GCSE grade for each student twice a year linked into the report cycle and entered onto the school's data system. This level must be based upon a range of assessment. The form(s) of assessment must be agreed and standardised across the faculties and a common mark scheme must be used within departments
- Not every piece of work needs to be marked. However, written feedback must be given to KS3 students by teachers **at least twice every half term** in the core subjects and a **minimum of half termly** in foundation subjects, with the exception of PE. This feedback can be shared on individual students' work or as whole class feedback. There should also be evidence of students acting upon the targets to improve. At KS4 written feedback should be given **at least twice every half term in all subjects**. Books should also show evidence of targeted peer and self –marking activities.
- There should be evidence on student work of marking for literacy using the literacy marking codes. Students should correct identified errors in green pen. (see appendix 1)

- If formal feedback is verbal then there must be a written summary with targets. This may be written by the student and checked/ initialled by the teacher or written by the teacher.
- Informal verbal feedback is expected in each and every lesson. Sometimes acknowledgement of this would be appropriate in books, portfolios or on worksheets, etc. (see appendix 3)

The marking process

Specific pieces of work should be targeted for detailed feedback. Marking and feedback should be planned at all stages.

Before a piece of work is undertaken, students should be clear about the success criteria to be assessed when the work is marked.

During a piece of work, over-marking should be avoided. Research shows that a student may benefit from assessment that identifies up to three key learning points for improvement and any more than this could overwhelm a student. With this in mind, it is acceptable to ignore other mistakes in students' work when marking.

After a piece of work, teachers should:

- write a comment that identifies something within the piece of work and indicates where success criteria have been met
- make constructive criticism by targeting a specific area for improvement and offering guidance e.g. targets on how to improve
- allow time for students to act upon comments and prompts and make improvement

1. Practicalities

- All written feedback made by teachers should be made in **red ink**.
- All written feedback made by students should be written directly after the teacher feedback as a dialogue and **green pen** should be used.
- Common marking symbols should be used where possible.
- Presentation of written work is important – feedback should be given on written presentation.
- These are the agreed **marking for literacy** symbols. Individual faculties may also use additional codes where appropriate.

Sp	Try this spelling again
Ⓒ	Find the missing or misplaced capital letters
⒫	Check your punctuation
//	Mark in where the paragraphs should be
?	Rewrite this section to make it clearer
✓	Well written section – clear

The different types of feedback

(a) Marking against success criteria

The teacher highlights places where the student has achieved the success criteria. Teachers could also plan a period of time in the lesson for students' to highlight their own, or another student's piece of work.

(b) Verbal feedback

Students receive verbal feedback every time they are in contact with their teachers and peers. It is widely believed that verbal feedback has a greater impact on learners' work than written feedback. Teachers need to:

- build in feedback to learners as an important element of each lesson as part of effective lesson planning, whether it is on group or individual progress
- share the structure of the lesson with students as part of introducing the learning, highlighting the opportunities for feedback
- encourage students to take notes when verbal feedback is being shared
- provide opportunities within each session for learners to absorb the feedback they have received and undertake the required action if appropriate within the timeframe of the lesson
- ensure learners do not leave any session without knowing how well they have performed against learning objectives or success criteria
- demonstrate that they genuinely believe that **all** students can learn and improve against their own previous performance

Acknowledgement can be made in their books for verbal feedback.

2. Monitoring and Planning

- Monitoring of marking and feedback should be carried out by HoFs / HoDs every half term in line with the school's work scrutiny schedule. HOFs should also ensure that moderation of teacher marking takes place within faculties, to ensure that marking criteria have been understood and consistently applied.
- Information gained from formative marking/feedback must inform planning to support student progress.

Appendices

1. Marking for literacy
2. Some feedback techniques that make students think
3. Detailed feedback
4. Success and improvement stickers
5. Marking against success criteria
6. Involving students in assessment
7. Marking manageable strategies
8. Self/peer assessment stickers

Appendix 1 – Marking for literacy

In my opinion^p; Studying Shakespeare^{sp} could be a good idea. Shakespearest used difficult language which will push students further into their general vocabulary and help them with standard^{sp} English. However, it can also be good because it will help them understand recent plays which were based off Shakespeare^{sp} for example Romeo and Juliet was based off on Romeo and Juliet. Not only will it range extend their vocabulary it will help them be more often about certain plays. = rephrase these words

it was a rainy thursday afternoon that i first saw the avengers in real life. i was walking down Oxford st in London when all of a sudden, iron man flew straight past me! i almost jumped out of my skin. then I saw the rest of them gathering outside of debenhams. the hulk was much bigger than i thought he would be; he towered over thor and captain america! they were all fighting robots who were trying to break into the stores. i think the coolest thing though was when black widow threw one of the robots through the window; she's my favourite avenger!

T- Ensure you use capital letters in the correct places - check the SPaG poster if you are unsure.

Appendix 2 - Some Feedback Techniques That Make Students Think

Involving students in marking

There are many different strategies for involving students in marking their own or others' work – peer and self assessment. To be effective at providing feedback, you should choose your strategy carefully and be aware that there are advantages and disadvantages to each one.

- **Delayed Marking:** Student work is not given a grade, level, or score on the work (although the teacher records a grade in the teacher's markbook). Written comments address the quality of the work and give guidance to the student on how to improve. Students need to be given time to read the comments in class to find out how they have achieved. After some time (e.g. one week) the teacher talks with students individually to discuss the work, the teacher feedback, and the grade or mark that was given.
- **Mastery Marking:** Only accept student work when it is of a specific quality. You might only give one grade, an A. Students are expected to continue to re-draft and resubmit their work as many times as necessary in order to achieve an A. The overall grade is then determined by the number of As. Or you could award a $\sqrt{+}$, $\sqrt{}$ or $\sqrt{-}$. A $\sqrt{}$ or $\sqrt{+}$ means that the student has mastered the necessary skills for the current concept, a $\sqrt{-}$ is accompanied by comments on how to improve, and the student is expected to re-draft and resubmit the work.
- **+, -, = (Plus, Minus, Equals):** Mark student work in relation to previous work. If the latest work is of the same quality as the last, it receives an "=", if it is better than the last it receives a "+", and if it is not as good as the last it receives a "-".
- **Responding to Marking:** Teacher feedback is written at the start of the exercise book and signed and dated. Students then make an appropriate response below the teacher feedback, including where to find any redrafting. The next piece of work will not be marked until the student has responded to the last feedback provided.
- **Focused Marking:** Mark student work against only one or two specific criteria, even though there may be many criteria that could be marked. This allows the teacher to provide more focused and detailed feedback on these chosen criteria. The markbook reflects the skill marked rather than the title of the work set.
- **Find and Fix your Mistakes:** Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.
- **Margin Marking:** Instead of marking each spelling or grammar mistake on essays, place a mark in the margin. Students then find their own mistakes, and correct them.
- **Traffic lights:** Students are given a RED, AMBER or GREEN mark for a piece of work, and all RED and AMBER work can be redrafted in an attempt to achieve a GREEN mark. The final grade is calculated from the number of GREEN and AMBER marks.
- **Aim for the Next Level:** Students identify areas for improvement by comparing their work to exemplars at the next level of achievement. This technique enables all students to realise that they need to set themselves higher standards.

Appendix 3 - Example of detailed marking

want to

The metaphor 'Drunk with fatigue' emphasises tiredness and exhaustion. The word 'fatigue' is also associated with tiredness as it means 'fatigue' means completely exhausted.

This poem shows the reality of war for example it's depressing and exhausting. However it doesn't show any propaganda for example it doesn't say anything nice or glamorous about it. What message was the poet passing on?

The soldiers in the war go through a hard and traumatic time and are trying to fight through the pain.

On the other hand Jessie Pope also uses metaphors but to present war as a game. She says 'Your country is up to her neck in a fight, she's calling and looking for you.' This shows that she thinks war is a game for you. This shows that she thinks war is a game for you. This shows that she thinks war is a game for you.

Teacher **red pen** feedback – using questions as feedback

Green pen – student response – giving more detail to improve their written piece

Marking and feedback!

Students are provided with differentiated targets which are used to improve their work in proceeding lessons.

① You have included interesting vocabulary to create mystery and suspense

② include a range of language features to interest the reader.

My head darted around the house for any possible clues. It was like finding a needle in a haystack. Judging by the photographs it looked like a typical household. On the wall there were 8 pictures going in descending order. In every photo there was the same person in it. A man. He was rather tall compared to the rest of his family members. He had very sharp facial features. Very symmetrical. He had dark brown hair with chestnut eyes, he had a sinister smile. But there was something wrong but I couldn't put my finger on it. On his right there was a face almost about an inch smaller than the man. She had short blonde curls and had a smile plastered to her face but it was clearly fake. Underneath her was

Students use highlighter marking to self assess their work against the success criteria.

Crucially to humans. Every day, countless cats, dogs and other animals are suffering in pain. They lie at the hands of the cruel people who are supposed to love them. This makes the reader sad and compassionate for the animals that are being tortured. Physical violence, emotional abuse and threatening neglect daily realities for many animals. The author explains that for some animals that this is their fate and sometimes even their only hope is that a kind person will pick up before it's too late. The author makes the reader feel hopeful that somebody will help the animals who are suffering.

Both writers think taking animals from the wild is cruel. The writer in Source A says, 'Animals destined for the pet trade are yanked from their homes, are subjected to grueling transport.' This means animals are taken by force and the journey to the pet shop is hard. It suggests the writer is against exotic pets.

Similarly, the writer in Source B says, 'Either from cold or failure of its favourite food, the poor constrained emigrant has generally died when about three days out at sea.' This means the koala bear perished because of the cold or starvation. It also suggests the writer is against exotic pets.

Make a key

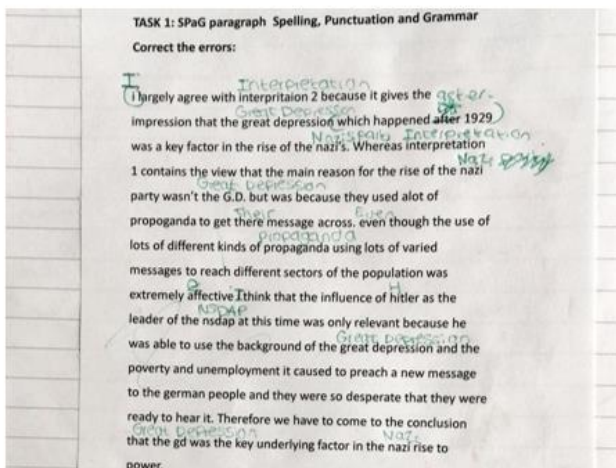
- writer thinks and feels – viewpoint on the exotic pet trade
- comparison
- Quotes/evidence
- method the writer has used to get their feelings across to the reader
- impact of the method

Both writers think taking animals from the wild is cruel. In Source A, the writer uses 'yanked' to suggest the animals were away, like it was forceful and perhaps the writer also uses emotive language when they faced 'grueling transport'. The intense suffering because we associate with awful hardship. Similarly, in Source B, the writer uses emotive language, 'constrained' to convey they feel that the animal's liberty is cruelly taken from it unable to move. The adjective 'poor' further emphasises the animal is to be pitied. The writer also uses emotive language when they are also different because the writer B uses 'emigrant' which seems to imply the 'koala bear' is sent to another country, rather than 'yanked' away like the writer of Source A.

Before completing their own extended writing tasks, examples are assessed in class to help students understand what makes effective analysis.

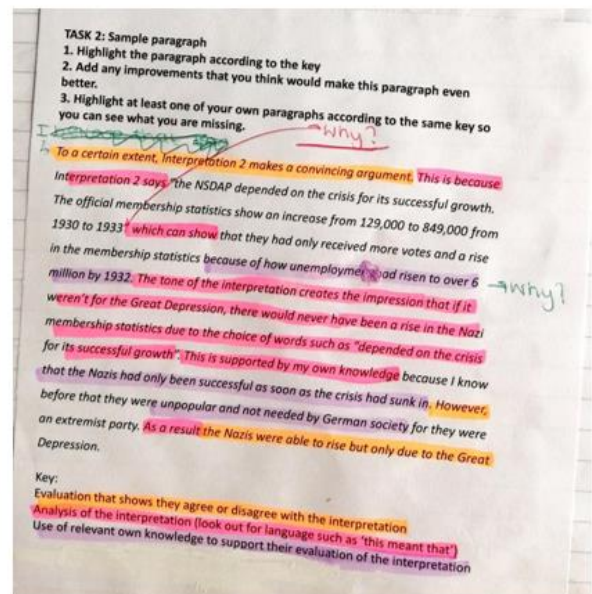
Feedback and highlights	Misconceptions	Next steps
Fantastic writing style and interesting use of vocabulary: Stars: Eni, Helena, Alex Excellent analysis of at least one of the interpretations (most people did do both). Stars: Amber, Matt, Fiona Answer identifies a judgement and the rest of the answer reflects this. Stars: Ellie, Vivian, Callum Whole class feedback sheet completed by teacher and go through at the start of the feedback lesson. Three most important highlights and misconceptions for students to address, even if there are more.	AVOID: <u>SPaG</u> errors in key terms and academic language. INSTEAD: Capitalise Great Depression Hitler and Nazis. Nazis no apostrophe. SPELLINGS: a lot is two words and led instead of lead. AVOID: Forgetting to come to an overall conclusion to answer the question by considering both interpretations and including specific evidence. INSTEAD: Make sure you say how far you agree and include evidence in your conclusion. AVOID: Focussing on the reliability of the interpretations. Statistics alone aren't necessarily more convincing. INSTEAD: Focus on weighing up the what the interpretation says using your knowledge.	1. <u>SPaG</u> errors. Stick the <u>SPaG</u> paragraph into your exam booklets and correct errors in green pen. Then look for and correct your own <u>SPaG</u> errors. 2. Highlight the example paragraph according to the key and annotate the sample answer to improve it even further. 3. Highlight at least one section of your answer according to the key. 4. Add to your own answers in green pen to include anything you hadn't finished or had missed out.

Step 1



Student has corrected the SPaG errors in the example paragraph. They have then corrected similar errors in their own work.

Step 2



Student has highlighted the example paragraph (taken from a student's work) according to the key and annotated with the places it can be improved.

Step 3

Judgment justified

Interpretation 1 gives the view that propaganda was the main reason for the rise in Nazi support. Interpretation 2 gives the view that the Great Depression was the main reason for the rise of Nazi support. I agree mostly with interpretation 2. I view that the Nazis use of propaganda led to their rise in support.

Interpretation 1 compares to a certain extent. For example, interpretation 2. This is because the Great Depression caused hundreds of companies to go bankrupt causing unemployment to rise to 30 million. This made the people very angry with the government turning them to more extremist parties. As the Nazi party got support and hope this is supported by my knowledge of source 2. Source 2 states that in 1932 30,000 workers were unemployed, rising to the huge amounts of unemployed people who turned to the Nazi party due to the Great Depression. The time of interpretation 2 shows that the Nazis needed the Great Depression and without it they would not have gained much support. Due to the phrase the NSDAP depended on the crisis. A small reason is that the Nazis were not in power until 1933 because of the Great Depression. In 1933 the Nazis had 18 seats, however after the Great Depression in 1933 they gained a total of 230 seats. As a result, the Nazis were in power. Evidence shows that the Great Depression was a significant reason for the rise of the Nazis. It was a key factor in their success.

Student has highlighted the first section of their response according to the key.

Step 4

And there exploitation of Hitler by presenting him as a hero that played a big role was the main reason for the rise of the Nazi government.

Level 4 - 13 marks + 2 SPG

This is AMAZING Ellie - well done!!

The time of the Interpretation creates the impression that it was for the Nazis strategy and propaganda that they gained support.

Student has added a key missing section to their own response.

Mathematics Department

Marking and Feedback

Unit 9 Algebra- Solving Quadratic Equations-Inequalities-Simultaneous Eqns

EB1 1 - Target Question:

Solve the simultaneous equations

$$\begin{aligned} 4x + y &= 25 \\ x - 3y &= 16 \end{aligned}$$

Hint: Multiply one of the equations to get the coefficient of x the same then subtract the equations.

EB1 2 - Target Question:

Solve $3x^2 - 5x - 1 = 0$

Give your solutions correct to 3 significant figures.

Hint: Use the Quadratic Formula

EB1 3 - Target Question:

Solve the equations

$$\begin{aligned} x^2 + y^2 &= 36 \\ x &= 2y + 6 \end{aligned}$$

Hint: Substitute equation 2 into 1 where x is.

EB1 4 - Target Question:

Factorise $x^2 + 8x + 12$

Factorise $2x^2 + 11x + 15$

Hint: Use 2 brackets

Mathematics Department

Name: Mehak Date: 11/5/21

Well done, you have a good understanding of (tick any 'What Went Well' statements as appropriate)

WWW	EB	What Went Well	EB	What Went Well
Linear Simultaneous equations	✓	Linear Simultaneous equations	1	
Quadratic Formula	✓	Quadratic Formula	2	
Quadratic Simultaneous Equations	✓	Quadratic Simultaneous Equations	3	
Factorising quadratics	✓	Factorising quadratics	4	

Your presentation was:

- ☺ Fantastic, do it like this all the time.
- ☺ Good, well done. Now let's try and make it even better.
- ☺ Acceptable, but could do with some improvement. Focus on this next time.
- ☹ Not of a good enough standard. Please see me.

Additional comment if required:

Your work will further improve it: (circle one. Even Better if statement as appropriate)

- ☺ Excellent, you won't see better than this.
- ☺ Good, but you need to show each step.
- ☺ OK, but you need to show your workings for each question. Make it a habit!
- ☹ Poor, this is not acceptable. Please see me.

Complete your Target Question here:

$x^2 + y^2 = 36$

$x = 2y + 6$

$(2y + 6)^2 + y^2 = 36$

$(2y + 6)(2y + 6) + y^2 = 36$

$4y^2 + 24y + 36 + y^2 = 36$

$5y^2 + 24y + 36 = 36$

$5y^2 + 24y = 0$

$y(5y + 24) = 0$

$y = 0$ or $y = -\frac{24}{5}$

$x = 2(0) + 6 = 6$

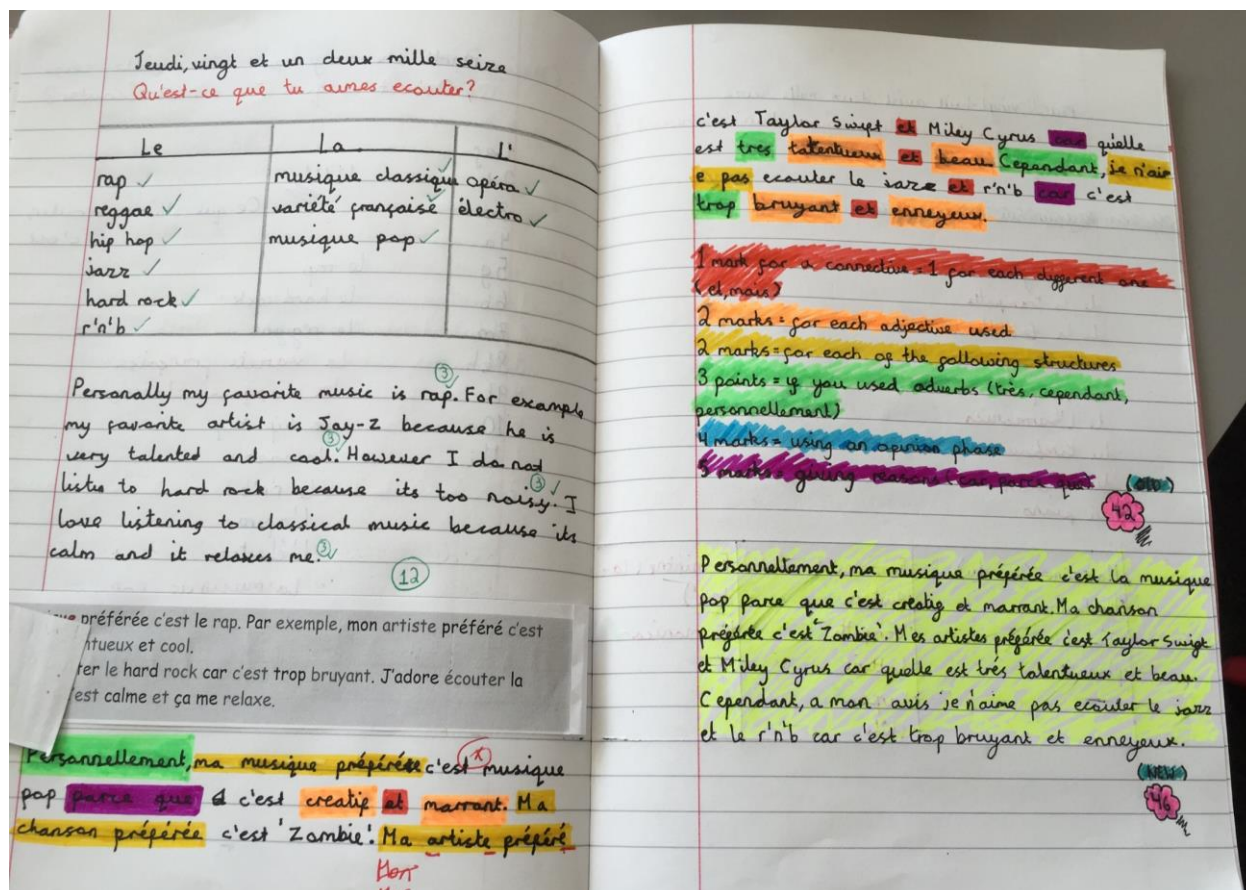
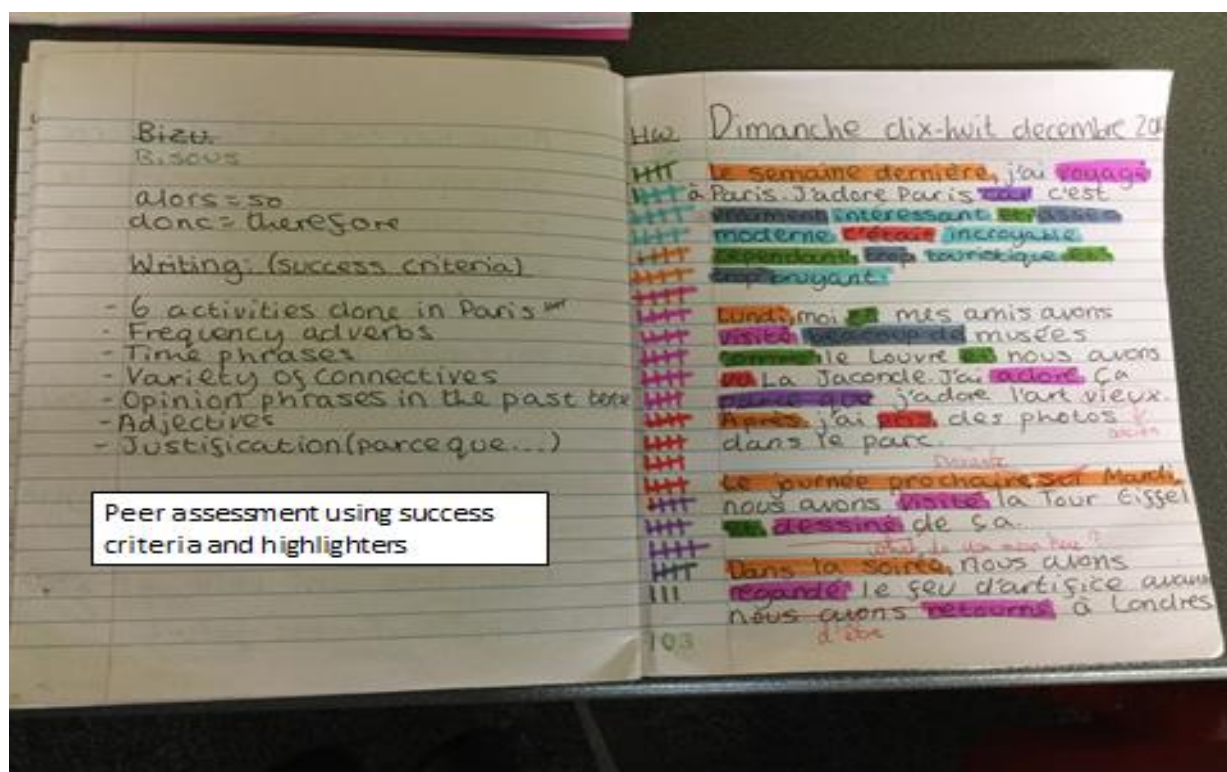
$x = 2(-\frac{24}{5}) + 6 = -\frac{48}{5} + 6 = -\frac{48}{5} + \frac{30}{5} = -\frac{18}{5}$

$x = 6$ or $x = -\frac{18}{5}$

Teacher feedback that will stretch and challenge the student by providing targeted questions to develop understanding.

Student response in green which has then been

Appendix 4- Feedback against success criteria



Appendix 5 - Involving Pupils in Marking

Strategy	Advantages	Disadvantages	When to use
Giving feedback during classroom writing time, at the point of writing	• Help when it's needed • Dialogue encourages pupil to articulate reasons for language choices and to question uncertainties • Dialogue and explanation are easier and quicker than writing • Teaching can take place before the pupil makes an error • Pupils respond well to intensive support	• Teacher is spread thinly Interrupts flow • Not possible to give this level of attention to all pupils for a piece of work	• During sustained writing time • Guided writing sessions
Self-checking	• Pupil takes responsibility for own learning • Encourages independence • Encourages pupil to reread the text with the reader's eye • Prompt sheet can focus attention on content as well as spelling/punctuation • Helps pupil monitor progress towards own literacy target(s)	• Pupils not always sensitive to own errors • Pupil may identify error but not know how to correct • Pupils who work more slowly may omit this stage in order to complete the task	• With coursework or assessment tasks • To focus attention on specific language features (possibly using prompt cards) • To encourage learner independence • To reinforce use of dictionary or spell-checker
Pupils act as response partners to each other's work	• Offers a real audience • Encourages critical reading • Cultivates better checking • Easy to see inconsistencies in another writer's work • Quick • Reduces demand on teacher time	• Pupils sometimes unsure what they're looking for • Some pupils lack the requisite skills and knowledge • Pupils need to be paired so that both are able to contribute • Pupils need to be sensitive to each other's work	• When topic is of personal interest for pupil • When specifically developing critical reading skills • To make pupils more aware of the need to consider reader needs • When instant marking is desirable
Self-marking	• Encourages diligence • Deals with minor slips	• Not always reliable • Not always valued by pupil • Pupils don't always recognise own errors	• To encourage self-reliance • When answers are easily conveyed as right or wrong • When the teacher wants to know whether the pupil does have the measure of his/her own work
Going back over work with a like group of pupils	• Response to common specific errors • Encourages response to comments through opportunity for dialogue • Efficient use of teacher time	• Needs to take place while the work is still fresh in the pupil's memory • Rest of class needs to be productively engaged in a task which they can tackle independently	• After substantial written work • When the comment would be lengthy and complicated, but the issue needs to be tackled • When it's apparent that a number of pupils need further teaching on the same language point

Appendix 6 - Meaningful and manageable marking strategies

A reminder prompt

This is useful, particularly for higher attaining students and it simply reminds the student of what could be improved.

"Say more about why the war started."

"Give more detail. For instance,..."

A scaffolded prompt

This is useful for those students who need more structure as it provides a higher level of support. It can be in the form of **a question**

"Can you give another reason for the chemical reaction?"

or **a directive**

"You need to say whether you think you will always get these results."

or **an unfinished sentence**

"Rosemarie had twice as much money because..."

An example prompt

This is a successful strategy with all students, but particularly with the average ability and lower attaining students as it gives a choice of words or phrases.

"Choose one of these and add a sentence to support it/explain it –

North Finchley is very built up and has lots of traffic or North Finchley is very polluted."

In Banquo's Soliloquy, Shakespeare presents Macbeth's character as evil. This is shown in the quote "I fear Thou play'st most foully for't" suggesting that he is working with the witches, also that he has checked to get his title. What has he done to be king? How would people react to that during the time?

Teacher
feedback
using a
question

Macbeth has murdered the king. During that time people think Macbeth has committed the worst crime. Killing king is like killing one of gods. Banquo might find out because he was there when the witches told Macbeth that he was going to be king. Also, how it happened seems coincidental.

Student adds
own key to
give feedback
to the two
points raised