



# **DURANTS SCHOOL – POLICY DOCUMENT**

## **Marking & Feedback Policy**

**DECEMBER 2025**

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## **RATIONALE**

At Durants School our focus is simple; it is based on our students learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every student are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of marking and feedback is equally simple; it is about:

### **Moving learning forwards**

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

## **PRINCIPLES**

We want our students to develop as independent learners, with an awareness of their own strengths. Therefore, it is essential that:

- the students are made aware of learning objectives and of the criteria that their work will be assessed against, in vocabulary appropriate to individual needs
- the learning needs of individual students are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals

## **AIMS & OBJECTIVES**

Effective feedback & marking should:

- recognise, encourage and reward each student's efforts and achievements and celebrate success over time
- provide an accessible dialogue between the teacher and students, and clear, appropriate feedback about the strengths of their work and areas for development
- improve student's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give each student a clear picture of how well they have met learning objectives
- identify those who need additional support / challenge
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular levels across Durants Pathways (Engagement, Semi-Formal 1, Semi-Formal 2, Formal 1 & Formal 2)
- provide evidence of assessments made and help moderate the interpretation of Durants Learning Ladders.
- celebrate and reinforce expectations
- inform future planning

## **PRACTICE**

### **Evidence for Learning (EfL)**

All learning (worksheet / video / photo evidence) will be documented on our assessment tool, Evidence for Learning. All teachers, Teaching Assistant and SLT have access to EfL. Additionally, all teachers have at least one tablet assigned to EfL for the sole purpose of gathering evidence, assessing pupil learning and making Professional Judgements.

## **PRACTICAL LEARNING**

**When logging photographic / video / worksheet learning on EfL, all student work must include:**

- name of student
- date of task / lesson / activity
- the learning objective (and the framework it links to)
- level of support provided (ER / SE / PH / GH / SH / NH (Appendix 1)) for the pupil to achieve the outcome
- a comment on how the pupil worked towards meeting the learning objective
- student self-assessment (I can do this, I am starting to understand or I did not understand)
- Next Steps, feedback and marking takes place with the student and is shared as soon as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

### **Verbal Feedback**

This means discussion about the learning with the student. It is the most valuable form of feedback for **all** our students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. Verbal feedback is usually supported with visual aids so all pupils can access, show understanding and make a comment on their learning. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work or on a one-to-one basis, and can be either spontaneous or planned for.

### **Written Feedback**

When completing hard copy learning (ie, worksheets / workbooks etc) all check marks and Next Steps should be in GREEN, corrections should be in GREEN or highlighted (e.g. spelling corrections) and written comments should be in GREEN ink.

It is imperative that such notations are used **consistently**.

### **Quality Marking**

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:

- be positive and celebrate effort and achievement
- relate to learning objectives
- indicate next steps for improvement

**Wherever possible, students are encouraged to self-evaluate their own learning**

In order to facilitate their independence as learners, students should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria
- Next Steps

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of students' personal learning styles

### Our Aims

We set targets to:

- To challenge all students to do the best they can
- To inspire progress in all areas of learning
- To set realistic goals taking into account each student's starting point
- Where appropriate, encourage students to discuss and review their progress with teachers regularly
- Lead to more focused teaching and learning that can inform the planning process
- To celebrate success

### Role of Class Teachers

- The class teacher should select an appropriate number of targets from the Durants Learning Ladders and track any progress made throughout each academic term via EFL.
- Be aware that different student groups will have differing needs and targets should be set whether a student is at Engagement, Semi-Formal or Formal learning stages.
- Encourage students when possible to assess their own progress towards academic targets and help them to understand how to continue moving forward.
- Ensure their planning for teaching and learning is based upon awareness of where students are in terms of academic progress and understand where they need to go next.
- Reward students upon achieving their targets and highlight achievement whenever possible.
- Involve Teaching Assistants wherever possible to maximise pupil progress.

### Role of Teaching Assistants

- To provide support in the classroom, under the direction of the class teacher, for all aspects of learning appropriate to the age and ability of the pupils and students.
- Assist the Class Teacher in implementing IEPs either in small groups or on a one-to-one basis
- Responsible for taking photos / videos of pupil learning during lessons / activities for the purpose of evidence collection for EFL
- Trained in uploading evidence onto EFL following the agreed steps mentioned under Practical Learning (above).

## **MONITORING**

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed termly within lesson observations and as part of explicit book scrutiny conducted by the school's Senior Leadership Team (SLT) – and supported within departments across the school.

## **Review**

This policy was agreed by the Governors Curriculum Committee on  
Next Review date

## APPENDICES

### Appendix 1

LEVEL OF SUPPORT					
ER	SE	PH	GH	SH	NH
<p><b>EXPERIENCE RECORDED</b></p> <p>Pupil has participated / been included in the session but has not achieved the objective.</p>	<p><b>SENSORY EXPERIENCE</b></p> <p>Pupil has engaged with the session on a sensory level without achieving objective.</p>	<p><b>PHYSICAL HELP</b></p> <p>Pupil needed physical intervention to achieve objective.</p>	<p><b>GESTURAL HELP</b></p> <p>Pupil needed gestural intervention to achieve objective (prompts such as signing / pointing).</p>	<p><b>SPOKEN HELP</b></p> <p>Pupil needed spoken intervention to achieve objective.</p>	<p><b>NO HELP</b></p> <p>Pupil achieved objective independently.</p>
<p><b>REMEMBER:</b></p> <p>The level of support is linked to how the pupil met the learning objective.</p>					