

Marking and Feedback Policy

St Vincent's School for Sensory Impairment and Other Needs



‘We Love, Live, Learn and Grow.’

Approved by:	Mr. L. Green	Date: 19/09/2025
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School Mission Statement

'Inspired by the example of St. Vincent we strive to create a safe and caring teaching and learning environment where all love, live, learn and grow in community so as to serve God and the Common Good'.

Our aims are that each individual in the community of St. Vincent's;

- Can love and respect God and each other and be loved and respected.
- Can live their life to the full.
- Can learn from each other and from opportunities and experiences, according to their needs and abilities.
- Can grow in faith, confidence, wisdom and understanding and so reach their potential.

1. Introduction

At St Vincent's School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking method used by individual teachers which is used in each classroom. However, teachers use their professional judgement to consider the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give relevant feedback as an essential part of the assessment process.

2. Aims

Through this policy we aim to:

- To help students make progress.
- To provide strategies for students to improve
- Boost self-esteem and aspirations, through use of praise and encouragement
- Gauge understanding, and identify any misconceptions
- To facilitate effective and realistic target setting for student and/or the teacher
- To encourage a dialogue to develop between student and teacher
- To encourage students to have a sense of pride in their presentation of work
- Provide the ongoing assessment that should inform future lesson planning
- Ensure feedback is accessible to all pupils, regardless of their sensory or communication needs
- Manage teacher workload sustainably whilst maintaining high-quality feedback

3. The principles of marking and feedback

St Vincent's School's feedback policy aims to promote consistent and high standards of feedback. The following principles underpin our approach:

3.1 Timeliness and Relevance

Feedback should be timely and respond to the needs of the individual pupil so that they can actively engage with it. The closer feedback is to the learning, the more effective it will be.

3.2 Dialogue and Engagement

A dialogue, both verbal and written, should be created between teacher and pupil. When marked work is returned to pupils, time must be allowed for pupils to read, listen to, or otherwise engage with the comments and act upon them.

3.3 Assessment for Learning

Feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

3.4 Pupil Involvement

Where appropriate, pupils should be encouraged to assess their own work against learning objectives and success criteria. This develops metacognitive skills and independence.

3.5 Peer and Self-Assessment

Peer, group, and self-feedback are valuable tools for learning that should occur regularly. These must be well structured by the teacher, with clear guidance and success criteria provided to pupils.

3.6 Workload Management

Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback. There should be a **maximum of three pieces of detailed feedback per term**. To ensure consistency, schemes of learning/progress maps will be annotated to indicate which pieces of work will receive detailed feedback.

3.7 Accessibility

All feedback must be accessible and appropriate for pupils' sensory, communication, and learning needs. Teachers will adapt feedback methods to ensure all pupils can understand and act upon it.

4. Types and Frequency of Feedback

4.1 Verbal Feedback

What it is:

- The most frequent and immediate form of feedback
- May be directed to individuals, groups, or the whole class
- Can be planned or spontaneous

- Includes questioning, discussion, and dialogue during lessons

Why it's important: A School Council survey conducted in 2025 showed that verbal feedback was highly valued by all cohorts of pupils across the school.

How to use it effectively:

- Provide specific praise linked to learning objectives
- Ask probing questions to deepen understanding
- Give clear next steps for improvement
- For pupils with hearing impairments, ensure use of appropriate communication methods
- For pupils with visual impairments, ensure verbal feedback is detailed and descriptive
- Record significant verbal feedback where appropriate (e.g., "VF" in books with brief note of content)

4.2 Written Feedback

What it is:

- Feedback provided directly onto hard copies of pupil work (exercise books, worksheets) or onto electronic/computer-based tasks
- Can range from brief acknowledgement to detailed commentary

Frequency:

- **Detailed feedback:** Maximum of three pieces per term.
- **Lighter-touch feedback:** Work should be acknowledged regularly between detailed feedback (e.g., ticks, brief comments)
- The frequency will vary between subjects and key stages based on the nature of the work

What detailed feedback includes: Detailed feedback should:

- Make specific references to learning objectives and/or success criteria
- Identify at least one clear strength (what the pupil has done well)
- Identify at least one area for development with a specific strategy for improvement
- Provide a clear next step or action for the pupil
- Address literacy/vocabulary where appropriate to the subject and pupil's needs
- Be written in language appropriate to the pupil's reading age and understanding

Subjects with high practical content: Subjects with a high practical contribution (e.g., PE, music, art) may rely more heavily on verbal feedback, but written feedback will still be evident where applicable.

5. Accessibility and Differentiation

As a specialist school for sensory impairment and other needs, we are committed to ensuring all feedback is accessible. Teachers will consider the following:

5.1 For Pupils with Visual Impairments

- Use appropriate font sizes (as specified in individual functional vision assessments)
- Ensure high contrast (as specified in individual functional vision assessments)
- Provide feedback in the pupil's preferred format (as specified in individual functional vision assessments)
- Use clear, unambiguous language
- Consider use of tactile resources where appropriate

5.2 For Pupils with Hearing Impairments

- Ensure written feedback is clear and detailed when verbal feedback is not accessible
- Use visual cues and demonstrations alongside verbal feedback
- Ensure the pupil can see your face clearly when giving verbal feedback (for lip-reading)
- Work with support staff to ensure feedback is understood

5.3 Use of Assistive Technology

Staff should make use of assistive technology where appropriate, including:

- Screen readers and text-to-speech software
- Speech-to-text software for pupil responses
- Audio recording tools

6. Pupil Response to Feedback

Feedback is only effective if pupils engage with it and act upon it. Teachers must:

6.1 Provide Time for Engagement

- Allow dedicated time for pupils to read, listen to, or otherwise engage with feedback
- This may be at the start of the next lesson or during designated improvement time

6.2 Facilitate Pupil Response

Pupils should respond to feedback by:

- Reading/listening to comments carefully
- Completing improvement tasks or corrections as directed
- Reflecting on their learning and next steps
- Asking questions if they don't understand the feedback

6.3 Use a Consistent System

- Teachers should check that pupils have engaged with feedback before moving on
- Where appropriate, pupils may write a brief reflection on what they have learned

7. Marking Codes and Presentation

7.1 Whole School Marking Code

There is a whole school system to marking codes. Where codes are used:

- Pupils must be taught what the codes mean
- Codes should be displayed in classrooms
- Codes must be accessible
- Written feedback should be completed in Green

Each marked piece of work should detail the level of support that was required for the pupil to complete the work – please see the codes below:

- **I** – Independent
- **SS** – Some support needed
- **FS** – Full support needed

Additional codes include:

- **VF** = Verbal feedback given
- **SP** = Spelling error
- **?** = This doesn't make sense

- **Highlighting:** Green = comments

7.2 Presentation Expectations

We encourage pupils to take pride in their work. Basic expectations include:

- Date and title underlined (where appropriate to pupil's needs)
- LO – top of each piece of work
- Legible handwriting or clear typing
- Diagrams drawn with a ruler (where appropriate)
- Crossing out or blocking out mistakes with a single line or by blocking out on a braille.

These expectations should be adapted for pupils with motor difficulties or other needs that affect presentation.

8. Literacy and Vocabulary Feedback

8.1 When to Address Literacy

When providing detailed feedback on key pieces of work, teachers should address literacy and vocabulary where appropriate. This includes:

- Key subject-specific vocabulary
- Common spelling errors (focus on high-frequency words or subject terms)
- Sentence structure and grammar where it impacts clarity
- Use of technical language

8.2 Whole-School Approach

- All teachers are teachers of literacy
- Focus on a manageable number of errors (typically 3-5 spellings per piece)
- Adapt expectations for pupils with specific learning difficulties

8.3 Subjects and Key Stages

Literacy feedback applies across all subjects, but the emphasis will vary:

- English: Comprehensive literacy feedback
- Other subjects: Focus on subject-specific vocabulary and clarity of communication

- Practical subjects: Focus on technical terminology and written explanations where applicable

9. Parental Engagement

9.1 Keeping Parents Informed

Parents and carers play a vital role in supporting their child's learning. We will:

- Share this policy with parents via the school website
- Explain our feedback approach at parents' evenings and induction meetings
- Provide guidance on how parents can support their child to respond to feedback at home

9.2 Links to Reporting

Feedback in books and classwork informs:

- Parents' evening discussions and reports
- Annual reviews and EHCP meetings
- Target setting and progress tracking

10. Roles and Responsibilities

10.1 All Teachers

- Implement this policy consistently within their lesson delivery and planning
- Provide timely, accessible, and meaningful feedback to all pupils
- Allow time for pupils to engage with and respond to feedback
- Adapt feedback methods to meet individual pupil needs
- Maintain a manageable workload by following the agreed maximum for detailed feedback
- Monitor the quality and consistency of feedback within their subject area
- Ensure subject-specific approaches are appropriate and effective

10.3 Senior Leadership Team

- Monitor the implementation of this policy through quality assurance processes, including:
 - Work scrutiny
 - Learning walks
 - Pupil voice (informal conversations or formal interviews)
 - Staff feedback and discussion
- Provide CPD and support for staff
- Review and update the policy regularly
- Ensure the policy supports both pupil progress and staff wellbeing

10.4 Governors

- Ensure the policy is implemented effectively
- Monitor its impact on pupil progress and staff workload
- Support the school's commitment to sustainable and effective feedback practices

11. Staff Development and Support

11.1 Induction

New staff will be inducted into this policy through:

- Discussion with their line manager or mentor
- Access to exemplar materials
- Support from subject leaders

11.2 Support and Resources

- Subject leaders and SLT are available to provide advice and support
- Staff are encouraged to share good practice through department meetings and INSET

12. Monitoring and Evaluation

12.1 Quality Assurance

The Senior Leadership Team will monitor the effectiveness of this policy through:

- Work scrutiny: Regular sampling of pupils' work across subjects and key stages
- Learning walks: Observing feedback in action during lessons
- Pupil voice: Discussions with pupils about the feedback they receive and how it helps them
- Staff feedback: Gathering views on workload and effectiveness
- Data analysis: Reviewing the impact of feedback on pupil progress

12.2 Review Cycle

This policy will be reviewed annually, or sooner if required. The review will consider:

- Impact on pupil progress and outcomes
- Impact on staff workload and wellbeing
- Feedback from staff, pupils, and parents
- Changes to statutory guidance or best practice
- The needs of our specialist pupil population

13. Links to Other Policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Accessibility Plan
- Curriculum Policy
- Staff Wellbeing Policy

Appendix A: Example of Effective Feedback

Example 1: Detailed Written Feedback (English, Key Stage 3)

Record in book: WF, SS

What went well: You have used rhetorical questions very effectively ("Don't you think students should have a voice?") and your opening paragraph immediately grabs the reader's attention. Your arguments are clearly structured with one point per paragraph.

Even better if: Try to include more emotive language to strengthen your persuasion. For example, instead of "students don't like the uniform," you could write "students feel stifled and uncomfortable in the restrictive uniform."

Next step: In your next paragraph, add two examples of emotive language to make your argument more powerful. Highlight them in green when you've done this.

Example 2: Verbal Feedback (Maths, Key Stage 2)

Context: Pupil struggling with fractions

Teacher: "I can see you've worked really hard on these fraction problems. You've correctly identified the numerator and denominator in questions 1-3 - well done! I noticed in question 4 you added the denominators together. Remember, when we add fractions with the same denominator, we keep the denominator the same and just add the numerators."

Can you have another go at question 4 using that method? I'll come back in 2 minutes to see how you've got on."

Record in book: VF, I - adding fractions with same denominator. Redo Q4.