



Al Rabeeh Academy

Feedback & Marking Policy

Implemented September 2021

Updated September 2024

Reviewed August 2025

Review August 2026

Aims:

- To have a marking and feedback policy that ensures that focused feedback is provided to all learners.
- To ensure that marking and feedback is meaningful, manageable and motivating rather than written comments in books.
- To implement an effective system of giving feedback at the start of the next lesson that helps to move learning forward.

At Al Rabeeh Academy, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

Marking and Feedback in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use the information obtained from this to allow them to adapt their teaching as necessary and to inform future planning. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

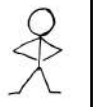
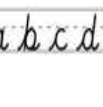
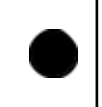
At Al Rabeeh Academy, these practices can be seen in the following ways:

Type	What it looks like	Evidence
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work and a range of AfL opportunities. • Takes place in lessons with individuals or groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. • Will move learning forward or be used to provide immediate support to a student or group of students	• Lesson observations/learning walks • Some evidence of use of marking code /highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need • Can show progress from individual starting points from the start of a lesson	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Evidence of self- and peer assessment • Self-assessment checklists in books

Review	• Takes place away from the point of teaching • Provides teachers with opportunities for assessment of understanding • May involve teachers completing a class feedback sheet to inform start of the next lesson – Feedback Fever (10 mins). • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils’ future attention, or immediate action	• Acknowledgement of work completed • Class Feedback sheets completed • Some evidence of mark code/highlighting • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings
Live Feedback	Adults focus on 1:1 ‘live feedback’ Carefully tailored activities support inclusion, allow SEND children greater independence and TAs more time in classrooms to support all learners.	Evidence of the impact will be in books. Pupil voice - as they will be able to talk about how feedback helps them with their learning.

Marking Codes

Al Rabeeh Academy EYFS Marking Code

										
Hold pencil correctly	Mark making	Say it	Write name	Letter formation	Independent work	Hear the sounds	Finger spaces	Capital letter	Full stop	Read what you have written

The EYFS department will have the following marking strip stuck in their books. The teacher will highlight each section that the child has managed to achieve. This will show progress over time and inform future planning and individual student targets.

Teachers:

- Every piece of work must be acknowledged with a tick by the teacher.
- Teachers use green pen to mark basic errors using the marking code.

Al Rabeeh Academy Primary Marking Code

Marking Codes	
✓	LO partially achieved
✓✓	LO achieved
VF	Verbal Feedback
Sp	Spelling Error
G	Grammar (Not used KS1 - Pink highlight mistake)
Purple	Pupil self assessed/error correction/upleveling
Blue	Teacher marking
S	Supported
	Think for Pink - Error
	Great for Green - celebrating successes
—	Next steps

- Marking codes should be glued into the front cover of every book and displayed in the classroom. (Code in Arabic is used in Arabic books).
- Teachers can write minimal comments for next steps only.

- Teachers use pink or green highlighters to highlight children's work: green for great and pink for think.
- The Learning Objective (LO) is ticked twice if the child has achieved the learning objective and once if partially met.
- Marking should take place during the lesson.

Children:

- Children write in pencil or blue/black pen.
- Children edit, self-assess or peer-assess in purple pen or pencil.
- Quality of children's self and peer assessment should be modeled by the teacher.
- Checklists can be used to aid self and peer assessment.

Secondary School (Key Stage 3, 4 & 5)

Introduction

This Feedback & Marking Policy sets out the principles, purpose, and procedures for providing high-quality marking and feedback to students in Key Stages 3, 4, and 5 at Al Rabeeh Academy. The policy is framed around the **STARS** Framework – **S**trengths, **T**argets for Improvement, **A**chieved Grade, **R**espond Task, and **S**tretch Challenge – and emphasises a consistent approach to feedback and marking via teacher involvement and student engagement. It aims to:

- Recognise and celebrate student achievement.
- Provide precise and constructive feedback tailored to the needs of individual students.
- Develop students as reflective, assessment-capable learners.
- Drive continuous progress and high expectations.

Aims of the Policy

1. To ensure that all students receive feedback that is regular, meaningful, and actionable.
2. To promote self-reflection, independence, and ownership of learning among students.
3. To establish a consistent approach to marking and feedback across all subjects and key stages.

Principles of Effective Feedback

1. Feedback should focus on progress and improvement, not solely on task completion.
2. Feedback must be specific, accurate, and clear, encouraging reflection and action.
3. Feedback needs to be timely to have the greatest impact on learning.
4. Feedback should balance praise with critical development points to foster high expectations and resilience.
5. Students should be active participants in the feedback process to encourage metacognition.



STARS Framework

This policy adopts the **STARS** Framework to guide the feedback process:

S – Strengths: Identify what the student has done well.

T – Targets for Improvement: Highlight where and how improvement is needed.

A – Achieved Grade: Provide a grade, assessment level, or mark to contextualise performance.

R – Respond Task: Set a specific action for the student to complete in response to feedback (e.g., redrafting, correcting work, answering questions).

S – Stretch Challenge: Provide an additional challenge to extend learning and further mastery of the subject content.

Responsibilities

Role of Teachers

1. Provide detailed, individualised feedback in **red pen** using the **STARS** framework.
2. Ensure feedback is regular and in proportion with the subject's demands and assessment schedule.
3. Explain feedback clearly, avoiding overly complex language where it may inhibit understanding.
4. Support students to engage with feedback by modeling responses and reflective tasks.
5. Monitor and assess the extent to which students act on feedback.

Role of Students

1. Review feedback and complete reflection or response tasks using **green pen**.
2. Engage in self-assessment and/or peer review activities to identify strengths and areas for development.
3. Take responsibility for their progress, including seeking clarification if feedback is unclear.

Role of Faculty Leaders/Curriculum Leaders

1. Monitor marking and feedback within their subject department to ensure consistency and quality.
2. Provide support to colleagues where feedback practices can be improved.
3. Review the effectiveness of marking to ensure it drives progress and impacts outcomes.

Feedback Process

Types of Feedback

1. Written Feedback
 - All written feedback should follow the **STARS** framework.
 - Teacher feedback in **red pen** should focus on both strengths and improvement points.
 - Ensure written comments are directly linked to curriculum objectives or task-specific goals.
2. Verbal Feedback
 - Deliver verbal feedback during lessons to provide immediate, formative guidance on student work.
 - Record key points of verbal feedback in books where appropriate.
3. Peer and Self-Assessment
 - Encourage students to evaluate their own work and their peers' efforts using **green pen** for self-review and **purple pen** for peer feedback.
 - Scaffold these activities through clear success criteria/rubrics to ensure their focus remains constructive and aligned with learning goals.

Feedback Frequency

- Key Stage 3: At least once every two weeks per core subject (English, Maths, Science) where possible, with formative written feedback provided regularly in **red pen**. Non-core subjects at least once every 4 weeks.
- Key Stage 4: Weekly feedback in core subjects (English, Maths, Science) and at least fortnightly in non-core subjects, particularly after assessments.
- Key Stage 5: Tailored feedback per assignment and consistent with the increased rigour of A-Level and vocational assessments.

Responding to Feedback

1. Student Response Tasks
 - Students must respond to all teacher feedback in **green pen**, ensuring they actively engage with strengths and development points.
 - Teachers must monitor the completion of response tasks as evidence of students' progress.
2. Stretch Challenge
 - Teachers are encouraged to build extension tasks into feedback, to stretch high achievers, or to challenge misconceptions.

Consistency and Quality Assurance

1. Whole-School Consistency:
 - Teachers across all subjects should adopt consistent marking practices in adherence to the **STARS** framework.
2. Standardisation Exercises:
 - Conduct regular department meetings to moderate teacher marking and ensure consistent application of expectations.
3. Work Scrutiny and Regular Reviews:
 - Senior Leadership Team (SLT) and Curriculum Leaders will carry out regular book looks and observations to monitor adherence to this policy.