



PSA MARKING AND FEEDBACK POLICY

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PSA Marking and Feedback Policy for pupils' work

Giving feedback effectively and reducing teacher workload (focus on impact and outcomes of the marking)

Students are entitled to quality feedback which supports their learning, corrects misconceptions and allows students to consolidate their understanding.

Teachers at PSA, are empowered to:

- Give feedback and mark in a way that best suits their subject and pupils
- Use a wide variety of feedback strategies such as verbal feedback and live marking.

Teachers are also more selective in what, why and how they mark and focus on what makes a difference in written marking. Teacher mark for pupils, not leaders

Pupils are more actively engaged in checking their own work and responding to feedback.

At PSA, there is a balance between time spent on planning and marking. Our quality assurance process evaluates how well a subject's curriculum secures pupils' learning. Pupils' books are a reflection of their effective learning.

PSA's approach to feedback and marking

There are many effective forms of feedback and we use a variety of methods. We believe that:

- Feedback should be a regular, but not onerous, practice
- Teachers should select the best feedback method available to have a positive impact on pupil learning and future performance

We set clear and manageable expectations about how teachers can approach:

- Feedback in lessons
- Marking (for example, how regular it is)
- Identifying mistakes and errors
- Peer and self-assessment
- Subject leaders lead quality assurance, marking and feedback in discussions with their staff.

We reduce workload by:

- Removing unnecessary marking
- Using a range of marking methodologies - one style of marking does not suit all purposes and all pupils

1. Use immediate feedback strategies in lessons

We give feedback as close as possible to the point of action, preferably during the lesson. This is more effective than the comments given later.

We use different types of immediate feedback strategies in lessons. Their usage is evident:

- In pupils' books due to improved work
- By pupils' conversations about their lessons
- By observing teaching over time

2. Verbal feedback

Verbal feedback should be common practice in lessons, and teachers do not need to record when they're using it - unless it supports the pupil in their learning.

3. Live marking

Giving verbal feedback and marking aspects of pupils' work in lessons.

4. Modelling and examples

- Focuses on how to get to the end product by showing pupils the process.

Pupils need frequent modelling and examples to understand what is expected in the process and construction of their work.

5. Peer assessment and self-assessment

Offers pupils the opportunity to look at and learn from each other's work, and the work of older pupils and experts (using examples and exemplars).

6. Make marking purposeful and manageable

It is not an expectation that teachers mark all work or tick every page of a pupil's book. Each subject has its own approach to marking relevant to their subject. Subjects agree on which tasks should be marked to check pupils' understanding of the intended learning. This makes marking both purposeful and manageable.

However, at least one piece of work, in addition to the Assessment and Green DIRT Feedback Sheet, should be annotated with feedback every half term, in every subject. See below:

	Homework	At least one piece of work	Half Term Assessment	Green DIRT Feedback Sheet
PSA Student over ONE Half Term	'Acknowledged' Teacher red pen or peer/self-assessed in green pen	Teacher red pen feedback: a thorough piece of marking highlighting what the misconceptions are and what the improvement action is	Teacher red pen	Including areas the student must improve on and how, with opportunities for redrafting

7. Use professional judgment about how to make corrections

Sometimes teachers need to make corrections to:

- Mistakes (when pupils usually do something correctly but do not do so on this occasion)
- Misconceptions (when pupils have not mastered or have misunderstood something)

Teachers must use professional judgement about how to make corrections, whether it's reshaping their teaching or providing feedback.

When several pupils in a class misunderstand something, teachers must plan how to teach it again and decide whether a whole class, small group or an individual approach is required to overcome the misconception.

8. Give pupils time to improve their work before marking

Teachers must build 'student response time' into lessons – this is time where pupils can proofread, edit and enhance the work that will be marked.

This helps pupils:

- Strive for excellence
- See the value of marking
- Respond to the feedback given in class or after marking

9. Use codes in written marking to improve accuracy and standards

A circle

We use a circle to show that something is missing or inaccurate. For example, a mistake in a word or punctuation.

Parallel lines - //

We use 2 parallel lines on the appropriate line in the margin to show that a new paragraph is needed.

Sp

We use 'Sp' to show where there is inaccurate spelling. We put it in the margin and underline the inaccurate spelling. Use your judgement as to whether the student can spell the word but made a mistake on this occasion, or whether they cannot spell it and need the spelling or rule.

A wavy line - }

We use a wavy line like a curly bracket when writing is unclear and needs to be rewritten.

Decide whether this is due to a mistake which the pupil can rectify alone or if they need support through written or verbal feedback.

10. Mark the presentation of work

Presentation standards and skills should be explicitly taught and modelled by the teacher, such as ruling lines, underlining headings, labelling diagrams, and using the correct layout.

We use the 'proud' protocol when marking the presentation of work:

- 'p' stands for 'pen' - use blue or black ink
- 'r' stands for 'ruler' – use a ruler for straight lines and rule off work when finished
- 'o' stands for 'oops' – draw a neat line through mistakes
- 'u' stands for 'underline' – underline the title and date
- 'd' stands for 'pencil' – draw in pencil