

Marking & Feedback Policy



AL MIZAN SCHOOL
ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Headteacher	Review
Sep 2026	Hassan Kausar Ahmed	Anamul Khan	As necessary

PURPOSE

This policy aims to enhance pupil learning by providing timely and effective feedback, while reducing teacher workload associated with traditional marking practices. By integrating feedback into daily teaching, we strive to promote immediate pupil engagement and continuous improvement.

PRINCIPLES

- Meaningful: Feedback should directly contribute to pupil learning and understanding.
- Manageable: Feedback methods should be efficient, ensuring sustainability for teachers.
- Motivating: Feedback should encourage and inspire pupils to progress in their learning.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The governing body will oversee the implementation and impact of this policy and hold the Headteacher accountable for its execution. Additionally, the governing body will ensure that:

- A clear and effective approach to marking and feedback is in place, supporting pupil progress and staff workload.
- The policy aligns with current research and statutory guidance, including best practice in reducing unnecessary workload.
- Appropriate provision is made for all pupils, including those with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL), ensuring feedback supports their learning effectively.

THE HEADTEACHER

The Headteacher is responsible for ensuring this policy is implemented consistently across the school and that:

- Marking and feedback practices are purposeful, manageable, and have a clear impact on pupil learning.
- Staff are supported through training and guidance to deliver effective live feedback and assessment.
- Monitoring systems (e.g. book looks, lesson observations) focus on the impact of feedback rather than the quantity of marking.
- Whole-school expectations for marking and feedback are clear, consistent, and regularly reviewed.
- The governing body is kept informed about the effectiveness of the policy and any developments.

CURRICULUM LEADERS

- Curriculum leaders are responsible for ensuring high-quality marking and feedback within their subjects by:
- Monitoring the consistency and effectiveness of marking and feedback across their subject.
- Ensuring feedback supports pupils in meeting subject-specific objectives and success criteria.
- Evaluating the impact of feedback on pupil progress and addressing any inconsistencies.
- Supporting staff in implementing effective strategies such as live marking, whole-class feedback, and pupil response.
- Providing guidance, CPD, and examples of good practice within their subject.
- Ensuring marking and feedback approaches are appropriate for the subject (e.g. practical vs written outcomes).
- Supporting teachers in meeting the needs of all pupils, including those with SEND and EAL, through adaptive feedback strategies.

CLASS TEACHERS

Class teachers are responsible for implementing this policy in their classrooms by:

- Providing timely, purposeful feedback that enables pupils to improve their work.
- Using live marking and verbal feedback as the primary method of feedback during lessons.
- Ensuring pupils are given opportunities to respond to feedback and make improvements (e.g. using green pen).
- Marking work against clear learning objectives and success criteria.
- Using whole-class feedback where appropriate to address common misconceptions.
- Monitoring the impact and distribution of feedback to ensure all pupils benefit from support and challenge.
- Maintaining a manageable approach to written marking, avoiding unnecessary workload.
- Adapting feedback to meet the needs of all pupils, including those with SEND and EAL.
- Ensuring consistency with whole-school expectations while using professional judgement where appropriate.

PRACTICE

English - Writing

1. In-Lesson Feedback

- Teachers provide verbal feedback during writing tasks, helping pupils refine their vocabulary, sentence structure, and organisation in real time.

2. Whole-Class Analysis

- After reviewing pupils' work, teachers address common strengths and misconceptions during feedback sessions, modelling improved responses.
- Examples are shared and discussed to highlight effective writing techniques.

3. Peer and Self-Assessment

- Pupils use success criteria checklists and teacher feedback to evaluate their own or their peers' writing, identifying strengths and areas for improvement.

4. Redrafting and Improvement

- Pupils act on feedback by editing and improving sections of their work in green.
- Where appropriate, teachers may provide focused improvement prompts (e.g., "Do you think you can add a more powerful verb here?"). If they opt to write a comment this will be in red.

5. Final Draft

- Pupils will produce a final draft of their writing, which will be assessed against year group objectives and used to inform teacher assessment.
- Teachers may use green highlighters to identify areas where pupils have successfully applied learning/pink highlighters to identify areas where pupils have not successfully applied learning.

English – Discrete Skills

1. In-Lesson Feedback

Teachers provide immediate verbal feedback during the lesson, allowing pupils to correct and improve their work in real time.

2. Self-Checking and Correction

Pupils self-check their work where appropriate, correcting errors in green.

3. Live Marking Approach

Marking follows a live feedback model similar to Mathematics, with an emphasis on immediate response and improvement.

4. Written Marking

Written marking will be minimal and may include simple ticks, highlighting, or prompts for improvement. Extended written comments are not expected.

Mathematics

1. In-Lesson Feedback

- Teachers provide immediate feedback by checking pupils' work during lessons.
- Pupils correct errors straight away, using teacher prompts or peer discussion to find mistakes.

2. Whole-Class Analysis

- After reviewing work, teachers address misconceptions and effective strategies at the end of the lesson/start of the next lesson.
- Modelled corrections ensure pupils understand the correct method(s) before moving on.

3. Self-Checking and Error Identification

- Pupils check their answers against provided solutions, encouraging independent correction.
- Teachers highlight specific steps where common errors occur, reinforcing correct processes.

4. Verbal Feedback and Discussion

- Where appropriate, teachers discuss reasoning and problem-solving strategies rather than writing detailed written comments.

- If teachers opt to write a comment, it will be in red and focus on next steps for improvement.
- Pupils explain their thinking aloud to peers or the teacher, reinforcing their learning through discussion and self-reflection.

Science & Foundation Subjects

1. In-Lesson Feedback

- Teachers provide immediate verbal feedback by observing pupils' work and discussions during lessons.
- Pupils refine their work straight away, using teacher prompts or peer discussion to improve accuracy and understanding.
- In practical subjects (e.g., Art, DT, PE), verbal feedback is given in real-time to support skill development.

2. Whole-Class Analysis

- After reviewing work, teachers address misconceptions and highlight effective strategies at the end of the lesson or the start of the next.
- Modelled examples ensure pupils understand key concepts or techniques before progressing.
- In subjects such as Science and Geography, teachers use class discussions to reinforce correct terminology and explanations.

3. Self-Checking and Reflection

- Pupils review their work using success criteria to encourage independent improvement.
- Teachers highlight key areas for reflection, helping pupils refine their responses or techniques.
- In subjects such as History and RE, pupils may review their reasoning and evaluate different perspectives.

4. Verbal Feedback and Discussion

- Where appropriate, teachers provide verbal feedback instead of written comments, allowing for immediate responses and clarification.
- Pupils explain their thinking aloud to peers or the teacher, reinforcing their learning through discussion and self-reflection.
- If teachers opt to write a comment, it will be in red and focus on next steps for improvement.

Draft