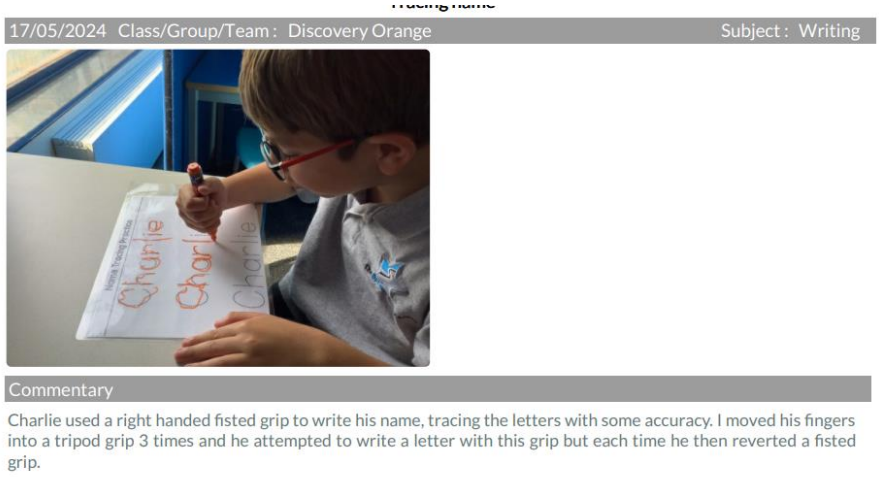
Marking and feedback policy September 2025

Discovery, Adventurers and Explorer 1

Evidence of learning will be in the form of photographs, text records and videos. All evidence will be uploaded to Earwig and linked to the correct Discovery assessment framework.

A comment should be made with regards to the level and type of support that has been received for each learning activity.

Example:



Where the children are ready to complete written work on paper these can be photographed and uploaded to Earwig or alternatively will be stored in subject specific books/folders once majority of learning is taking place with paper-based activities.

On paper-based work, teaching staff should feedback to pupils verbally and visually what they have done well. This can be supported visually with a green smiley face sticker. This should be completed during or immediately after the activity, so that it is in context.

Explorer 2, 3, and 4, Pathfinders/Specific needs

Formative

Each paper based task should be 'live marked' either during or immediately after an activity. This can be planned into the last 10 minutes of each session during the 'review' section of the 8 steps. This will enable both learners and teaching staff to see what has been understood, what next steps are, and inform planning.

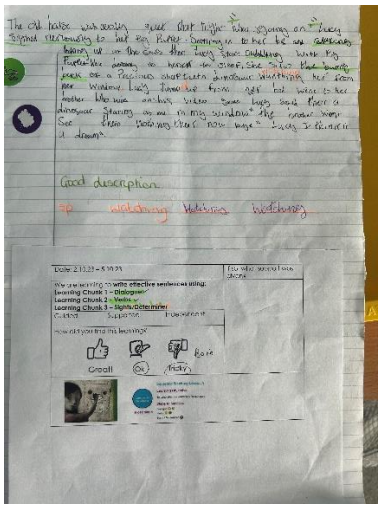
Live marking can be completed by the teacher, ASW, by peers or self marked. In cases where learning is peer- or self-marked, teachers should ensure they are aware of what progress has been made and where any misconceptions may be. The skill of self- and peer- marking should be explicitly taught to the pupils so that they are confident and accurate in assessing their own work.

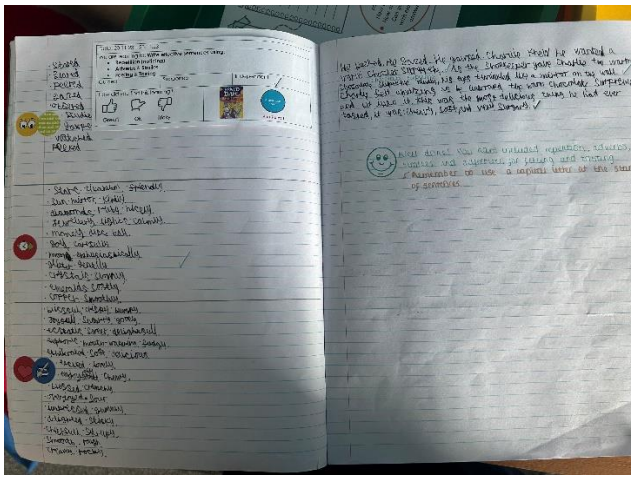
Live marking should be completed in dialogue with the learner, to ensure appropriate verbal feedback is provided e.g. explaining a misunderstanding, giving a next step, showing what they have done well. This should be communicated in a way that supports the individual pupil's communication needs.

To support the general strengths of visual and pattern thinkers, marking should be consistent and easy to understand.

To show what the pupils have done well/achieved, give a green tick. ✓

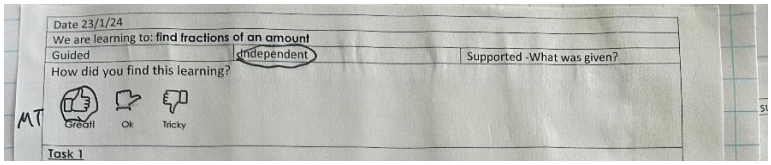
To show a pupils next steps/correction, underline in orange

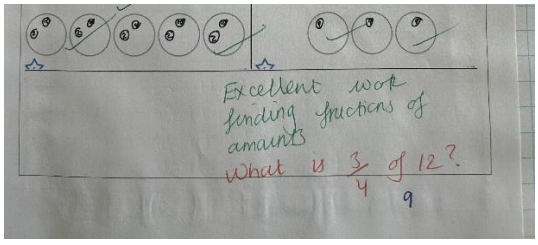




Give feedback which is purposeful to the individual e.g. verbal, pictorial representation, written word, sticker etc. In cases where pupils require adapted feedback, this should be recorded on their one personalised learning plan.

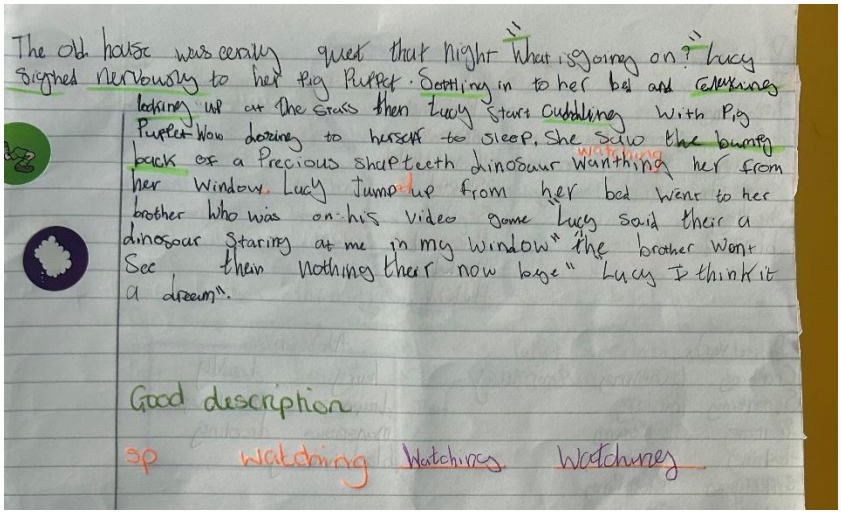
To ensure that pupils are not overwhelmed by feedback around mistakes or next steps, orange marking should be limited to misunderstandings linked directly to the learning objective/WALT.



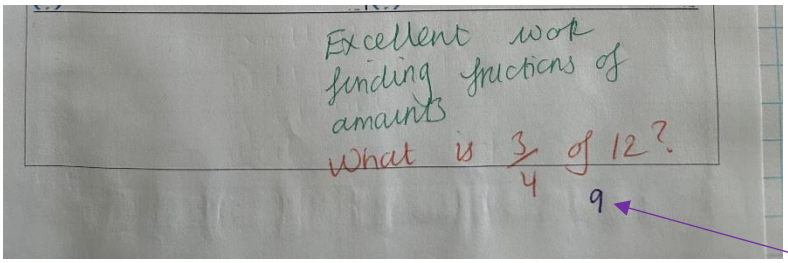


If a pupil has made a SPAG related mistake (spelling mistake, punctuation, grammar), then a teacher may correct the first 3 mistakes, where appropriate, and feedback on these specifically. Any mistakes following the first 3 which are not linked

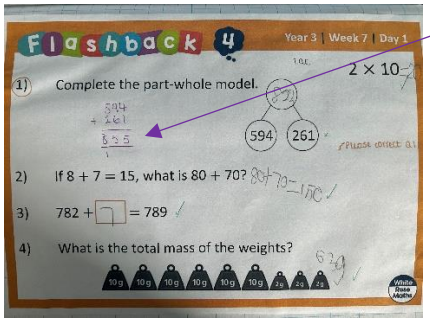
to the learning objective or WALT should be noted by the teacher for future planning, but do not need to be highlighted to the learner.

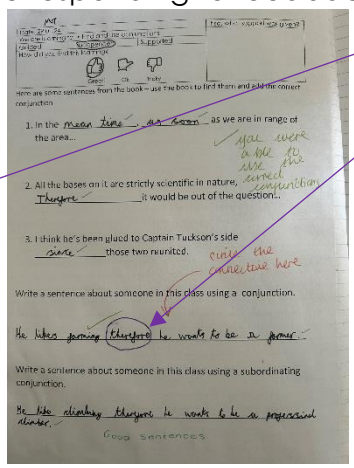


Next steps are to move the learning on once a week, preferably mid week. This should be written in **orange. Using the stamp = Next steps**



For Year 7 to 11 the pupils will be responding to feedback with **purple pen**



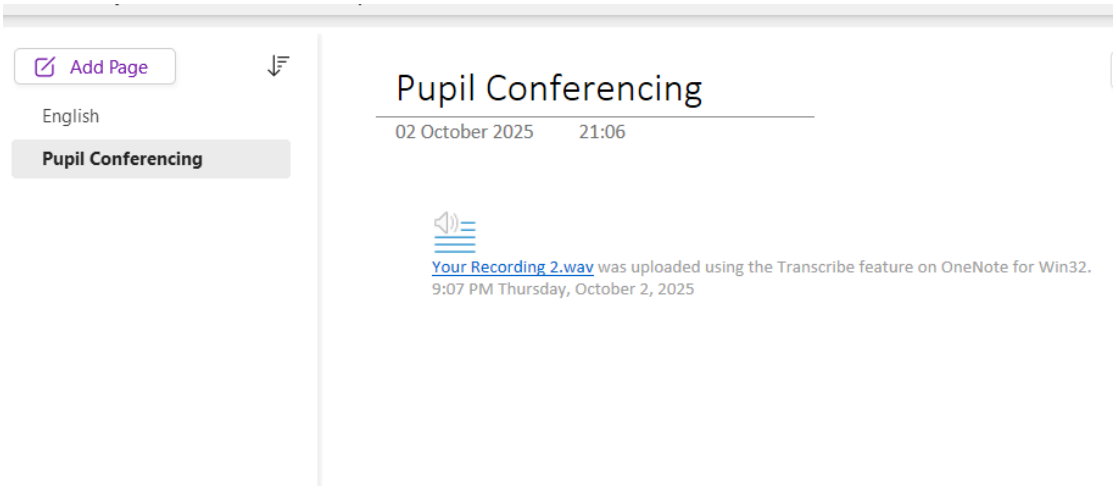


Summative assessment

At the end of a learning unit, and following the assessment task, each pupil should have a 1:1 feedback session. To support learner's cognitive needs, this feedback should be adapted to the individual's communication preferences and styles. Examples of 1:1 feedback sessions could include:

- Pupil conferencing
- 1:1 discussion – Question and answer
- Asking a pupil to point to or highlight specific areas
- Using visuals or communication aides to support the dialogue

1:1 feedback could be recorded and uploaded to One note. This can then enable learners to recount the dialogue, rather than relying on working memory.



Feedback sessions should encourage learners to consider:

- "What did you do well in this piece of work? What are you proud of achieving?"
- "What do you think could make this piece of work even better?"

During feedback staff should acknowledge the pupils' thoughts about their own work.

During feedback teachers should also provide feedback on the following:

- Acknowledgement and praise of what the pupil has achieved (to outweigh the next steps)
- Where appropriate, highlighting an area for development

Pathways

Any Pathway coursework should be marked according to the exam board guidance and specifications.