Serenity School

Feedback and Marking Policy

Approved by:	COO	**Date: September 2026**
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At Serenity School, feedback is viewed as an integral part of effective teaching and learning. High-quality feedback enables pupils to know more, remember more and do more. Feedback may be verbal, written, visual, practical or delivered through immediate intervention, depending on the needs of the learner and the context of the lesson.

Our approach reflects current Ofsted expectations that schools should focus on the impact of teaching on pupils' learning rather than compliance-driven marking practices. Inspectors do not expect to see any specific frequency, style or volume of marking and will consider how effectively assessment and feedback support pupils' progress and achievement.

Principles of Effective Feedback

Feedback at Serenity School:

- Supports pupils to make progress in their learning.
- Provides clear next steps and addresses misconceptions.
- Helps teachers adapt teaching and plan future learning.
- Enables pupils to reflect on and improve their work.
- Promotes independence, resilience and self-regulation.
- Supports the development of literacy, communication and numeracy skills.
- Celebrates achievement and recognises effort and improvement.
- Is proportionate, purposeful and manageable for staff.
- Focuses on impact rather than the quantity of written marking.

Approaches to Feedback

Teachers and Progress Partners will use a range of feedback strategies, including:

Immediate Feedback

- Verbal feedback during lessons.
- Live marking and modelling.
- Questioning to identify and address misconceptions.
- Re-teaching, scaffolding and adapting activities in response to need.
- Peer and self-assessment where appropriate.

Written Feedback

Written feedback will be used when it is likely to have a significant impact on learning. It may include:

- Identification of strengths.
- Specific improvement points.
- Corrections or prompts related to literacy and numeracy.
- Guidance that supports pupils in improving or extending their work.

Responsive Improvement Time

Pupils will be given opportunities to:

- Reflect on feedback.
- Correct misconceptions.
- Edit and improve their work.
- Respond to questions or challenges set by staff.
- Demonstrate improved understanding.

Designated Improvement Time (DIT)

Green Sticker Feedback

Designated Improvement Time (DIT) is a key element of the Serenity School feedback process. The purpose of DIT is to ensure that pupils have dedicated opportunities to respond to feedback and improve their work.

As identified within the school's Green Sticker approach, effective feedback must be specific and pupils must have time to act upon it. The Green Sticker provides a structured platform for this process.

Purpose of DIT

DIT enables pupils to:

- Respond to teacher feedback.
- Correct misconceptions.
- Improve and edit their work.
- Extend and deepen their understanding.
- Complete a follow-up task, challenge, question, scenario or problem-solving activity.
- Demonstrate progress over time.

Green Sticker Expectations

Green Stickers may contain:

- What Went Well (WWW).
- A specific next step.
- A question to answer.
- A challenge activity.
- A scenario or problem to solve.
- Literacy or numeracy targets.
- Opportunities for reflection and self-evaluation.

Pupils will complete responses during designated improvement time using the agreed pupil response colour.

Pupil Responsibilities During DIT

Pupils are expected to:

- Read feedback carefully.
- Reflect on the advice given.
- Complete improvement tasks thoughtfully.
- Correct and improve their work.
- Demonstrate positive attitudes towards learning and improvement.

Monitoring Impact

The effectiveness of DIT will be evaluated through:

- Improvements in pupils' work.
- Evidence of pupils acting upon feedback.
- Increased confidence and independence.
- Progress over time.

The quality of pupil response is more important than the quantity of written feedback provided.

Presentation and Expectations

Teachers are responsible for establishing and maintaining high expectations for the quality of pupils' work.

We expect:

- Work to be completed with care and pride.
- Pupils to present work appropriately for their age and stage.
- Staff to model high standards consistently.
- All pupils to be challenged and supported to achieve their best.

The quality of work in books, folders and learning journals should reflect the ambition of the curriculum and the expectations of staff.

Feedback and Assessment for Pupils in Nurture and/or EYFS who are Non-Speaking or Have Limited Functional Communication

At Serenity School, feedback and assessment practices are adapted to meet the developmental, communication and learning needs of pupils within Nurture and/or EYFS who are non-speaking or have limited functional communication, as appropriate.

We recognise that pupils may not always be able to access written feedback or respond through conventional recording methods. Therefore, feedback will be personalised and delivered through approaches that are meaningful, accessible and developmentally appropriate.

Principles

Feedback for pupils within Nurture and/or EYFS who are non-speaking or have limited functional communication, as appropriate, will:

- Be immediate and linked directly to learning experiences.
- Support engagement, communication and interaction.
- Celebrate achievement and effort.
- Promote independence and self-regulation.
- Encourage pupils to make choices and express preferences.
- Use a range of communication methods appropriate to individual need.
- Focus on progress towards personalised outcomes and developmental milestones.

Communication-Based Feedback

Staff may use:

- Communication boards.
- Visual prompts.
- Objects of reference.
- Symbol-supported communication.
- Makaton and signing systems.
- Intensive interaction approaches.
- AAC devices and communication technology.
- Gestures, facial expressions and modelling.

Communication boards may be used to enable pupils to:

- Indicate understanding.
- Express preferences.
- Request support.
- Evaluate their learning experience.
- Make choices about next steps.
- Respond to staff feedback.

For many pupils, indicating a choice, selecting a symbol, demonstrating a skill or engaging in a communication exchange may constitute a meaningful response to feedback.

Use of Photographic Evidence

Photographs form an important part of assessment and feedback for pupils within Nurture and/or EYFS who are non-speaking or have limited functional communication, as appropriate.

Photographic evidence may be used to:

- Capture learning that cannot be recorded in books.
- Celebrate achievement and engagement.
- Demonstrate progress over time.
- Evidence communication and interaction skills.
- Record practical, sensory and experiential learning.
- Support pupil reflection and recall.
- Inform discussions with parents and carers.

Photographs should be accompanied by concise professional observations identifying the learning, skills or developmental progress demonstrated.

Designated Improvement Time (DIT) in EYFS and Nurture

DIT may look different for pupils within Nurture and/or EYFS who are non-speaking or have limited functional communication, as appropriate.

Examples include:

- Re-visiting an activity with additional support.
- Practising a communication skill.
- Responding to visual prompts.
- Repeating a learning experience to secure understanding.
- Extending learning through structured play.
- Using communication boards to indicate understanding or preference.
- Demonstrating an improved skill through practical activity.

Evidence of learning may be shown through participation, engagement, communication, independence or skill development rather than written responses.

EYFS Assessment Expectations

Staff will assess learning in line with the Early Years Foundation Stage framework and the individual needs of pupils.

Assessment will be based on:

- Observation of learning behaviours.
- Adult interactions and professional judgement.
- Play-based learning experiences.
- Progress towards individual outcomes and targets.
- Development across the Prime and Specific Areas of Learning.
- Communication, language and social interaction development.
- Physical development and independence.

Assessment evidence may include:

- Observation records.
- Photographs.
- Annotated learning journeys.
- Communication records.
- Examples of practical activities.
- Contributions from parents, carers and multi-agency professionals.

Monitoring Impact

Leaders will evaluate:

- Progress from individual starting points.
- Development of communication and interaction skills.
- Increased engagement and independence.
- Quality of learning experiences.
- Evidence captured through observations, photographs and learning journals.
- The effectiveness of communication-based feedback systems.

For pupils within Nurture and/or EYFS who are non-speaking or have limited functional communication, as appropriate, progress is not measured by the volume of written work but by the acquisition of knowledge, skills, communication, independence and readiness for the next stage of learning.

Examples of Evidence of Feedback for Non-Speaking Pupils within Nurture and/or EYFS

Evidence may include:

- A pupil selecting the correct symbol on a communication board.
- A pupil revisiting an activity and demonstrating improved skill.
- A photograph showing mastery of a taught skill.
- Adult observation notes recording a successful response to feedback.
- Increased engagement, attention or independence.
- A pupil making a choice, expressing a preference or communicating understanding through their preferred communication method.

This ensures that all pupils, regardless of age, stage or communication profile, can access high-quality feedback and demonstrate progress in a way that is meaningful and appropriate to their individual needs.

Roles and Responsibilities

Teachers

Teachers will:

- Use assessment information to inform teaching.
- Provide feedback that is timely, meaningful and appropriate.
- Ensure pupils understand how to improve.
- Adapt teaching in response to ongoing assessment.
- Maintain high expectations of learning and presentation.
- Use professional judgement when deciding the most effective feedback approach.

Progress Partners

Progress Partners will:

- Support pupils in understanding and acting upon feedback.
- Reinforce learning through timely intervention.
- Contribute to assessment information shared with teachers.
- Promote pupil independence and reflection.

Pupils

Pupils will:

- Engage positively with feedback.
- Reflect upon advice and guidance provided.
- Act upon improvement points.
- Take increasing responsibility for their own learning and progress.

Monitoring and Quality Assurance

Monitoring will focus on the impact of feedback on learning rather than compliance with a marking format.

Leaders will evaluate:

- The quality of pupils' work over time.
- Pupil progress and achievement.
- How effectively teachers use assessment to inform teaching.
- Evidence of pupils responding to feedback.
- Classroom practice through lesson visits, learning walks, work scrutiny and professional dialogue.

Monitoring activities will support professional development and continuous improvement rather than generate unnecessary workload.

Ofsted Alignment

Serenity School recognises that effective assessment and feedback are demonstrated through:

- Strong curriculum delivery.
- Responsive teaching.
- Secure pupil understanding.
- Evidence of progress over time.
- Professional dialogue with pupils and staff.

SERENITY SCHOOL FEEDBACK AND MARKING POLICY

Types of Feedback

Feedback Type	Identification	Detail
SpaG knowledge	Literacy Codes (see table) Ticks	• Marking for Spelling, Punctuation and Grammar (SPaG) • Student checking work for accuracy and completion of success criteria • Teachers know their groups, have a responsibility for improving SPaG and should use their professional judgement in the amount of SPaG corrected
Presentation	Brief comment	• Identification as classwork (underlined) top left • Title (underlined) central • Date (underlined) top right • Work written in black or blue ink only • Books and folders show effort and pride in work • No graffiti • A variety of activities/tasks are evident in books or folders. • Books, folders and eFolder's are organised and show a record of students' progress • Students are expected to always present their best work, regardless of ability. • Work to be crossed out neatly (example) • Where possible, diagrams, charts, graphs & tables drawn neatly, labelled and pen/pencil used appropriately and drawn accurately and neatly
Quality first teacher feedback	WWW (what went well) EBI (even better if)	• Marking includes questions which prompt students to think and respond (End of Week Thought – Green Stickers) • Subject equivalent mocks, PPE, exam style questions show high level feedback to ensure challenge. • It is written in a language that the students can access and understand. • The Dedicated Improvement Time (DIT) influences the next piece of marking. • It shows dialogue between teacher and student based on content, SPAG and exam skills. • Students respond to and act upon feedback; impact is evident in subsequent pieces of work. E.g. practice spelling 3 times and checked later in the lesson.

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Feedback Type	Identification	Detail
		• It signposts DIT work which has demonstrated impact. • It has an impact on literacy, numeracy and subject content. • It is positive and encouraging and pushes students to the next level. • Feedback linked to grades and/or success criteria. • There is evidence that students have read feedback and further developed their work as a result. • There is evidence that students' responses to feedback have been followed up again by the teacher. • EBI comments become WWW in subsequent pieces of work • Takes place every week (best practice) • At least one piece of work per feedback cycle must be set to allow students to show understanding, extend their knowledge, develop thinking and support literacy through extended writing • Grades/levels/marks given where appropriate
Intervention **(Teach Boost Teach)**		• Teachers engage and extend learning, especially gaps through set activities that allow students to gauge progress using variety of AFL • Working the room – the teacher circulates giving feedback to move student learning forward • Students write a response to teacher comments/ statement, demonstrating they understand what they need to do • Students are given time to read and act on comments for example, redrafting, completing, amending…

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Feedback Type	Identification	Detail
Quality student feedback (self/peer)		• Success criteria (SC) must be provided (Part of Termly Targets) • SC in 'student's language' to help break down 'I Can Statements' for ease of understanding • Annotated exemplar work so that students can see what a graded/levelled piece of work 'looks like' • Sufficient time to complete the task • DIT activities should be embedded within the SOL • Develop skills that enable students to self and peer assess – Learning to Learn lessons planned into SOL
Mark books		• All teachers are expected to keep an up-to-date electronic tracker for assessment and progress monitoring purposes • Available on request and for all lesson observations as part of teacher file of evidence/planning (Paper Doc) • Provides evidence to enable accurate assessment

The following **literacy codes** will be used when marking all work.

Mark (in margin)	Means…
Sp and underline	Incorrect spelling
P and underline	Punctuation error
G and underline	Grammatical error
C and underlined	Missing or misplaced capital letter
	This means: your work is outstanding in some or all areas. Your work could be used as model work and it shows a great amount of effort.
	This means: something doesn't quite make sense. This part of your work needs re-writing during your DIT time.
	This means: something needs to be developed or explained in more detail.

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Feedback – example sentence starters

Feedback (www)

I liked the way you …

You have used this very effectively by …

It was excellent to see you using/mentioning … Your use of … was very effective

What made this a success was …

Feed forward (ebi)

How can you implement this…

What would happen if…

Why do you need to apply this…

When should you …

DIT (Dedicated Improvement Time) and End of Week Thought!

Students should be given time to respond to the EBI. The Weekly thought is to consolidate learning and extend challenge.

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Judging work and marking (Best Fit)

Judgements made from book looks will impact on judgements made for teaching and achievement.

	Good or better (good+)	**Requires Improvement**	**Inadequate**
Presentation	Typically shows title, date & underlined Work is written in blue/black ink Diagrams/charts/graphs/tables typically drawn accurately/labelled/neat; pen/pencil used appropriately Books/folders are typically organised and demonstrates progress Completely graffiti free Books/folders show effort and pride in work	Presentation is not judged good+	Presentation of work is poor
SPaG	Marking for literacy is clearly evident Policy on SPaGknowledgement marking is fully implemented All work is accurately recorded and completed Evidence of SPaG improving	SPaG feedback is not judged good +	Limited corrections for SPaG
Teacher's marking	Clear success criteria Work is typically marked every week & at the latest every 2 weeks – this will include full teacher feedback Evaluation of marked work clearly informs lesson planning Students typically respond to teacher comments Teacher typically plan for DIT Students act on comments Grades/ marks given	Teacher marking and feedback are not judged good+	Teacher marking has limited impact on progress
Progress (see table below)	www and ebi facilitate student progress Marking dialogue demonstrating understanding Ability to answer questions confidently & accurately Content increasingly challenging Accurate use of complex subject specific vocabulary Opportunity for extended writing Well-developed literacy	Work does not demonstrate sufficient progress and is not yet good+	Work does not demonstrate progress
Student's marking	Success criteria is provided Success criteria is clearly understood by students Students provide quality feedback (www and ebi) Exemplar work is available Skills for effective self and peer assessment are developed and clearly embedded	Student marking and feedback have not been developed to a good+ standard	No evidence of the development of student marking

SERENITY SCHOOL FEEDBACK AND MARKING POLICY

What does progress look like in students' books?

Writing more detailed responses compared to previous work	**Using correct and complex subject specific vocabulary**	**Evidence of application of skills, facts or knowledge**	**Ability to answer exam questions with increasing confidence and accuracy**
A consistent and solid response to teachers' feedback through DIT. Green and red pens applied	A **reduction in mistakes**	Examples of how **feedback** is **consistently applied** in all learning	**Improved SPaG and presentation**
Limited repetition and increased challenge evident in task set	Evidence of early thought **processes** that lead to **better understanding**	The **content** changes and is increasingly **challenging**	**An understanding of exam command words, that is evident in responses**
Evidence of understanding misconceptions and DIT work	**Assessment grades are consistent and at/above target**	**Clear opportunities to respond to and extend comments/answers**	**Peer marking is accurate and informative, showing understanding against success criteria**