



TARBIYYAH SECONDARY SCHOOL

مدرسة التربية الثانوية الإسلامية

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MARKING AND FEEDBACK POLICY

How we give feedback, and how pupils act on it

ACADEMIC YEAR 2026 – 2027

Policy name	Marking and Feedback Policy 2026–2027
Applies to	All teaching staff, teaching assistants, cover staff and pupils
Approved by	Haneef Sandhar
Position	Headteacher
Updated by	S. Ahmed, Deputy Headteacher
Agreed with	The Chair of Trustees
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1. Aims

- To establish a consistent method by which pupils receive feedback.
- To improve and progress pupil learning.
- To provide pupils with a cohesive assessment approach.
- To give teachers and pupils a clear picture of attainment and of what to do next.

2. Principles

Marking is an integral part of the assessment process. Quality feedback focuses on success and improvement against learning objectives. It enables pupils to become reflective learners and helps them close the gap between what they can currently do and what we want them to be able to do.

Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour, and leads to improved standards. Teachers follow an agreed system so that pupils, parents and other teachers receive clear and consistent messages about progress.

Three principles govern feedback at Tarbiyyah

Meaningful. Feedback exists to move learning forward. If a comment does not tell a pupil something he can act on, it is decoration.

Manageable. A marking expectation that cannot be met consistently across a full timetable will not be met consistently, and an unmet expectation is worse than a modest one that holds. Feedback is judged by its effect on pupils, not by the volume of writing in the margin.

Motivating. Feedback should leave a pupil knowing what he did well and believing he can do better. Marking that only records failure does not improve anything.

These principles follow the Independent Teacher Workload Review Group's report on marking and the Education Endowment Foundation's guidance on teacher feedback, both of which conclude that the quality and timing of feedback matter far more than the quantity of written marking, and that written feedback need not be onerous to be effective.

3. Roles and Responsibilities

Who	Responsibility
Teachers	Ensure classwork and homework are marked accurately and in line with this policy. Plan lesson time for pupils to read and respond to feedback. Use feedback to inform planning. Apply agreed adjustments for pupils who need them.
Teaching assistants and support staff	Give feedback in line with the marking code, initialling their comments so that pupils know who has responded to their work.
Subject leads	Adapt this policy to the demands of their subject where necessary, agree the adaptation with the Deputy Headteacher, and set it out in writing so that staff and pupils know what applies.
Deputy Headteacher	Oversees the implementation of this policy, carries out work scrutiny, monitors consistency across subjects and year groups, and reviews the workload impact of marking expectations each term.
Headteacher	Approves this policy and any subject-level adaptation of it.
Pupils	Present work to the expected standard, read feedback, and act on it within the time given.
Parents	Look at their son's books and the feedback in them, and support him in acting on it.

4. Presentation of Work

Pupils take care of their books, so that both they and their teachers can read the work and see progress over time.

- Each piece of work starts on a new half page, with a line drawn under any previous work.
- Work begins with the date, the learning objective, and CW or HW.
- Titles and keywords are underlined or highlighted.
- Written work is in black pen, in a consistent style.
- Diagrams are drawn in pencil, labelled and titled. Straight lines are drawn with a ruler and circles with a compass.
- Books are kept undamaged, and covers kept intact.
- Teacher feedback is responded to within two weeks.

The expectations above are subject to the adjustments in section 15. A pupil who cannot meet a presentation requirement because of a disability is not penalised for it.

5. Marking Frequency and Expectations

Core subjects	Weekly. Live feedback and whole-class feedback recorded in books count towards this.
Foundation subjects	Fortnightly, on the same basis.
Live feedback	The primary form of feedback at Tarbiyyah, given in the classroom as frequently as possible.
Peer and self-assessment	At least once a fortnight.
Pupil response to feedback	Within two weeks.
Key assessed pieces	At least one per half term per subject, marked for attainment.

Not all work needs to be marked for attainment. Key pieces each half term provide the assessment of attainment and progression. Notes taken during Key Stage 3 and Key Stage 4 courses are marked for accuracy of content rather than graded.

6. The Four Key Areas

When quality marking a key assessed piece in a core subject, teachers give feedback on all four key areas. For other written marking, What Went Well and Even Better If are sufficient. Practice may be adapted in other subjects by agreement with the Deputy Headteacher.

	Area	What it means
1	What Went Well (WWW)	The positive points about the work, related to the learning objective.
2	Even Better If (EBI)	How to improve, expressed so that the pupil knows exactly what to do. Checked next time the work is marked.
3	Literacy focus	Spelling, punctuation and grammar.
4	Model answer	Provided if and when required.

7. Live Feedback

At Tarbiyyah our primary form of marking is live feedback, given in the classroom alongside the pupil, as frequently as possible. It is the fastest feedback a pupil can receive and the most likely to be acted on, because the work is still in front of him and the thinking is still fresh.

- Teachers circulate during independent work, marking with the pupil and covering the points in section 6.
- Live feedback is recorded on the work with the symbol VF, together with a brief note of what was discussed. The pupil may write this note himself.
- Teacher modelling of what a good one looks like, and whole-class marking, are used to train pupils gradually to identify their own successes and improvement needs.

8. Quality Marking

Quality marking is used when a pupil has produced a substantial piece of work that must be marked away from him. When quality marking, teachers:

- read the entire piece of work;
- mark in green;
- focus on both success against the learning objective and improvement needs;
- provide a focused comment that helps the pupil close the gap between what he achieved and what he could have achieved, using WWW and EBI.

9. Whole-Class Feedback

Whole-class feedback is an approved and encouraged alternative to individual written comments where a class has made similar errors or where the same improvement point applies to many pupils.

- The teacher reads the set of work and records the common strengths, the common errors, the misconceptions to address, the spellings to reteach, and the pupils needing individual follow-up.
- The feedback is delivered to the class, and pupils record their own action in their books so that there is evidence of response.
- Individual written comments are then reserved for pupils who need something the class does not.

10. Peer and Self-Assessment

Peer and self-assessment are not replacements for teacher marking and feedback. They are additional forms of assessment that engage pupils in becoming self-critical and independent, and they activate pupils as instructional resources for one another.

- Peer and self-assessment are completed in purple pen, at least once a fortnight.
- Pupils circle PA or SA to distinguish the two. For peer assessment, the assessor writes his initials so it is clear who marked the work.
- Pupils do not become self-evaluative overnight. The process is modelled first: the teacher uses examples of work and thinks aloud against the criteria.
- Pupils are taught the language to use. Sentence stems are at Appendix C.
- Time is built into lessons for structured reflection.

Thumbs up

Pupils indicate their level of understanding of the learning objective with a thumbs up or thumbs down. This must be used with individual accountability: questions follow to check understanding, or pupils signalling thumbs up support those signalling thumbs down and check they understand the work.

11. Verbal Feedback

Verbal feedback is a powerful form of feedback and needs to be planned for. Success and improvement against the learning objective and success criteria is one of the most effective focuses for it.

- Where verbal feedback is the main form of assessment for a piece of work, this is indicated on the work using the symbol VF, with a brief summary of what was said. The pupil may write the summary.
- This approach is particularly suited to practical subjects.

Oral prompts for different purposes are at Appendix B.

12. Written Feedback

Written feedback should help pupils learn. Effective written feedback:

- focuses selectively on the learning objectives;
- confirms that the pupil is on the right track;
- stimulates the correction of errors or the improvement of a piece of work;
- scaffolds or supports the next steps;
- provides opportunities for a pupil to think things through for himself.

Practical points

- Pupils write in black. Peer and self-assessment is in purple. Teacher marking is in green.
- Written comments are neat, clear, legible and correctly spelled.
- Comments are specific rather than general. One-word comments are not used.
- Marking is focused on a clear learning objective, so not every error will be corrected. Spelling errors are corrected.
- It is good practice to use pupils' names within comments.
- When re-marking work, previous comments are referred to.
- Where a spelling is repeatedly incorrect, the teacher notes the correct spelling and the pupil writes it three times in the margin, subject to the adjustments in section 15.

The three improvement prompts

Prompt	What it means
Reminder	Reminding the pupil of the learning objective. Suitable where a pupil knows what to do but has not done it.
Scaffold	Providing a structure, a question or a partial framework that helps the pupil work out the improvement for himself. Modelling an outstanding exemplar gives a high standard to reach for. Reviewing a weak example and picking apart its flaws with the teacher also builds understanding of what is required.
Example	Giving exact sentences, words or phrases to copy or follow. Suitable where a pupil cannot yet produce the improvement independently.

13. Responding to Feedback

Pupils are unlikely to embed suggestions for improvement unless they are given time to act on them. Feedback that is never acted on is time spent for no return.

- Classroom time is given for pupils to read feedback and carry out improvements on the piece of work.
- There must be visible evidence that pupils have responded — that they have read the comment and completed the improvement.
- Pupils respond within two weeks of receiving feedback.
- Teachers use feedback from marking to inform future learning targets and outcomes.

14. Grades and Assessment Points

Type of work	How it is marked
Everyday classwork and homework	Marked formatively, with comments and improvement prompts. No grade is given alongside an improvement comment, because pupils attend to the grade and stop reading the comment.
Key assessed pieces — at least one per half term per subject	Marked for attainment and graded or levelled according to the key stage. Feedback still accompanies the grade, and time is given for pupils to respond to it.
Notes and knowledge organisers	Checked for accuracy of content. Not graded.
Mock examinations	Marked to the awarding body mark scheme and graded, with a structured review lesson so that pupils act on the outcome.

15. Feedback, SEND and Reasonable Adjustments

Feedback and presentation expectations apply to every pupil, and are adjusted where a pupil's disability or special educational need requires it. Adjustments are agreed with the SENDCo, recorded, and shared with all staff who teach the pupil.

Where a pupil	The adjustment may be
has dysgraphia, dyspraxia or another motor difficulty	Reduced volume of handwriting; use of a laptop or tablet as his recorded normal way of working; printed worksheets rather than copying; exemption from presentation requirements relating to handwriting size, consistency and layout.
has dyslexia or another specific learning difficulty	Spelling correction limited to a small number of subject-key words rather than every error; no requirement to copy corrections repeatedly; feedback given verbally or read aloud.
has a visual impairment	Enlarged text, coloured overlays or paper, adjusted pen colours where green or purple is hard to distinguish, and feedback in an accessible format.
has a communication or processing need	Feedback broken into single steps, given verbally as well as in writing, with processing time before a response is expected.
is at an early stage of English acquisition	Feedback focused on content and understanding rather than surface accuracy, with language support planned separately.

A pupil is never given a consequence for failing to meet a presentation or response expectation that his disability prevents him from meeting. This section should be read alongside the Disability Equality and Accessibility Policy.

16. Feedback on Digital Platforms

Homework is set through Microsoft Teams. Work submitted digitally receives feedback to the same standard as work in books.

- Feedback is given through the platform's commenting or rubric tools, or in the lesson, and the pupil is told which to expect.
- Where feedback is given digitally, a note is made in the pupil's book so that the record of feedback is complete in one place.

- Pupils are given time and the means to respond. A pupil without reliable access at home is given time and equipment in school; he is not disadvantaged by it, and does not receive a consequence for it.
- Digital feedback tools are used with the accessibility features available in Microsoft Teams, including read-aloud and dictation.

17. Recognition, Merits and Consequences

Recognising strong work

Work of exceptional quality is recognised through the school's Merit System, so that it counts towards the pupil's Bronze, Silver, Gold and Platinum awards.

- Merits are awarded for work that exceeds expectations for the pupil's ability or attitude, in line with the Student & Parent Handbook.
- Exceptional work may also be shared with the class, displayed, celebrated in assembly, or followed by contact home.

Where expectations are not met

- Persistent failure to present work to the expected standard, or to respond to feedback within the time given, is addressed first by the teacher and then through the Consequence System in the ordinary way.
- Non-completion of homework results in a C3 detention, as set out in the Handbook.
- Deliberate damage to or defacing of books is dealt with under the Behaviour Policy.
- Before any consequence is issued, staff check whether an agreed adjustment under section 15 applies.

18. Monitoring, Quality Assurance and Review

- Work scrutiny is carried out each half term by subject leads and the Deputy Headteacher, sampling across year groups and abilities.
- Scrutiny looks at whether feedback is acted on by pupils, not only at whether marking has been done.
- Findings are shared with staff, and support is offered where practice is inconsistent.
- Pupil voice is gathered at least once a year on whether pupils find the feedback they receive useful and know what to do with it.
- The Deputy Headteacher reviews the workload impact of this policy each term and reports to the Headteacher.
- This policy is reviewed annually.

A. Appendix A — Whole-School Marking Code

These symbols are used consistently in all subjects, displayed in every classroom, and taught to pupils so that they understand them.

Symbol	Meaning	Symbol	Meaning
✓	Correct / good point / well written	X	Incorrect / wrong point
WWW	What Went Well (positive)	CL	Capital letter needed / no capitals
EBI	Even Better If (how to improve)	Sp / P / G	Spelling / punctuation / grammar
PA / SA	Peer assessment / self-assessment — purple pen	?	Does not make sense / needs to be clearer
T / TA / SS	Teacher / teaching assistant / support staff feedback — green pen	^	A word is missing here
PT	Personal target	//	Start a new paragraph
VF	Live verbal feedback given	e.g.	Provide examples

Pen colours

Pupils write in BLACK.

Peer and self-assessment is in PURPLE.

Teacher marking is in GREEN.

B. Appendix B — Oral Feedback Prompts

Purpose	Example prompt
Correcting an error	Good try, but that's not correct. Actually, it's...
Providing information	Yes — what you're talking about is called...
Appraising and praising	That would make sense. Good thinking...
Challenging	Try that again. This time, include...
Seeking clarification	What do you mean when you say it needs more detail?
Encouraging exploration and development	How might you take that further? Which would be the best way to...?
Focusing the learning	All of this is important, but it's your use of ... that will improve your work.
Crystallising next steps	Spend a few minutes deciding which two changes you will make to your...
Distilling and summarising	Let's think about what we've learned so far. Firstly, we...
Encouraging reflection	Let's think about what we've discussed — is there anything else you might do?

C. Appendix C — Sentence Stems for Peer and Self-Assessment

Pupils are taught the language of assessment. These stems are modelled by the teacher and displayed for pupils to use.

- “You have met the criteria here by...”
- “This is your best sentence because...”
- “You could improve this example further by...”
- “You have not met this part of the criteria because...”
- “To reach the criteria you need to include more...”

D. Appendix D — Related Policies

- Teaching and Learning Policy
- Curriculum Policy
- Assessment and Reporting Policy
- Homework Policy
- Behaviour Policy and the C1–C5 Consequence System
- Special Educational Needs and Disability (SEND) Policy
- Disability Equality and Accessibility Policy
- Staff Retention Policy
- Student & Parent Handbook 2026–27, including the Merit System and the equipment list

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