



R.E.A.L. Education Limited

Marking and Feedback Policy

**(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Hinckley)
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1. Rationale

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking and feedback and this can be applied to our context.

- Meaningful – the approach used should be dependent upon the age, stage and pathway of the student, the subject and piece of work being marked.
- Manageable – marking should be purposeful and simple.
- Motivating – engage with learners to support them to make progress.

2. Feedback

Quality feedback has a strong evidence base for being an effective method for improving learning outcomes. (Education Endowment Foundation, 2024.) Feedback should focus learners on specific merits and developments within their work related to the objectives in a lesson or a sequence of learning.

*“A range of studies have demonstrated that verbal feedback is an impact strategy to support learning (Education Endowment Foundation, 2024)
[Feedback](#)”*

At R.E.A.L. Education we acknowledge that feedback can come in a variety of forms including verbal feedback given by tutors and teachers, written feedback and digital feedback. What makes the feedback effective is its impact in moving learners on in their learning. Therefore, the subject context, individual needs and setting are relevant in selecting the most appropriate type of feedback.

“Effective feedback tends to focus on the task, subject and self regulation strategies” (Education Endowment Foundation, 2024)

R.E.A.L. Education is a specialist provider and the learners' needs are a primary consideration in the appropriate feedback method selected. In our setting teaching and learning takes place in small groups, pairs or with 1:1 support with a heavy focus on building positive relationships.

3. Marking and Feedback at REAL is based upon these core principles

- Marking should maintain motivation and encourage positive attitudes.
- At R.E.A.L. Education we support live and in lesson marking wherever possible.



- Feedback, either written, verbal or digital, should be integral to lessons and should provide a dialogue between staff and learners that addresses errors and misconceptions at an early stage.
- Feedback should be balanced and not rely on one type of focus consistently. Feedback should focus on aspects of task, process and regulation at relevant opportunities. Feedback should focus on positives and successes as well as areas for development.
- Next steps and developments can be communicated in a variety of ways including in written form, verbal feedback and teacher questioning. It is important that marking remains motivational to develop confidence and self-belief.
- Marking and feedback should be focussed and selective so that this does not serve to demotivate. Marking and feedback should focus on particular qualities of work/ learning/ thinking.
- Marking and feedback should be linked to learning objectives, small steps and our knowledge of what students need in order to develop and make progress over time.
- Learning objectives must be shared with the learners in every lesson and recorded in books either by the learner or by their staff member providing it for them.
- The outcome of marking should be used to adapt planning, teaching and resources to meet the individual needs of students as well as inform assessment decisions and monitor progress.
- Priority should be made to ensure learners are involved in correcting and developing their own work / identifying next steps.
- Each session should provide a short focussed time for pupils to review their work, celebrate success, share good work, identify and make any corrections to improve it.
- Marking and feedback should be graduated and implemented both sensitively and appropriately to meet the needs of the individual learner.
- R.E.A.L should aim to provide a more personalised approach to marking and feedback where required. This may include the use of stickers, stamps or more detailed written feedback for those who require it.
- Marking should be completed ideally with a green pen but not in red.



- Marking and feedback practices should take into account workload and be manageable.

Key	Code
VF	To demonstrate where verbal feedback was given. Verbal feedback should be responsive and lead to improvements. This should be the primary way that we give feedback to students and should be continuous throughout the lesson.
IW	Students complete their work independently.
WS	Students are supported with their work by the use of scaffolding that is beyond usual adaptations, for example: <ul style="list-style-type: none"> • the use of scribe • using voice assistive technology. • Sentence starters • Help box • Steps to success • Using manipulatives (e.g coins, blocks, puzzles, markers, sticky notes)
LO <input checked="" type="checkbox"/>	Demonstrates where or how the student is meeting the learning objective.
<input checked="" type="checkbox"/>	Demonstrates good work. For example: <ul style="list-style-type: none"> • Good use of vocabulary. • Parts of work where there is evidence the LO has been met. • Showing your marking in maths. • Well presented handwriting and work. • Great idea. • Good effort in a task.
~	Identifies a misconception, SPAG error, mistake or important correction for review by the learner.
<input type="checkbox"/>	To indicate where next steps have been given linked to the Learning Objective. <ul style="list-style-type: none"> - Next steps should be actioned in the lesson by the learner. - Next steps can be verbal or written but should be



	<p>precise and support the learner to improve and move on in their learning.</p> <ul style="list-style-type: none">- Learners should tick once actioned. <p>Examples of next steps:</p> <ul style="list-style-type: none">• <i>Insert additional adjectives here...</i>• <i>Can you identify one more reason why young people may choose to drink alcohol?</i>• <i>You have used this word 2 times in this sentence. Can you think of an alternative?</i>• <i>Now try this question...</i>
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4. How will implementation of this policy be reviewed?

We will know marking and feedback is effective in our schools if learners are able to identify the following:

What am I doing well in this subject?

What do I need to do to improve in this subject?

Implementation and impact of the policy will be reviewed in line with our QA processes and will be a regular focus for book looks, lesson observations, curriculum reviews and learning walks.

Any learning from our QA processes will feed into our continuous professional development programme.



Appendix to the Assessment, Marking and Feedback Policy

A quality exercise book is an essential component of how we monitor the progress of a student over time. This, alongside pupil voice, is the most powerful way leaders can assess the impact of our curriculum.

At KS4 and 5 exercise books are also an important tool for revision for students in their preparation for their future exams. Learners should be aware of how their exercise book is a potential source of revision notes.

Within books at R.E.A.L we should see:

- Evidence that the planned curriculum for the appropriate age / stage is being followed.
- Evidence of where key knowledge (knowledge and skills) are revisited and consolidated both within a unit or over a number of units.
- Evidence about how learners, with different needs, are supported to access the curriculum through effective scaffolding and adaptations.
- Opportunities for learners to practise and apply what they have been taught.
- Opportunities for extended writing.
- The impact of marking including how the learner responds to suggested improvements (in conjunction with the Marking and Feedback policy).
- Work that is presented in a way that is demonstrative of the consistently high expectations that we have for our students. Exercise books should be something that our learners are proud of as it is demonstrative of their learning journey.

Exercise books at R.E.A.L should:

- Be labelled with the learner's name, subject and the academic year.
- Have a tracker or curriculum overview for each subject / course.
- Have a date and a learning objective for each lesson.
- Be well organised to show how learning is sequenced in a logical progression over the course or unit.
- Be A4+ to ensure that worksheets can be stuck in where appropriate and not folded.
- Ensure that, when worksheets are used to support and scaffold, they should be printed on 1 sided paper and stuck in books during the session with a date and learning objective



- Have student work that links directly to the learning objectives and helps tutors to evaluate how well the learning objective has been met. This could be notes / formulae to help with revision.
- Opportunities to practise the application of key knowledge.
- Where learning is practical or discussion based; evidence of how the learner demonstrated their understanding should be through annotated photos, witness statements or record of discussion. (See [witness statement](#) / ['Teachable Moments' Teacher Statement](#))

The implementation of this policy will be monitored and reviewed through our QA processes. [QA Overview - Key Principles](#)