

MERSTONE SCHOOL



Topaz Marking and Feedback Policy

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Contents:

- 1. Aims and Objectives**
- 2. Expectations and examples of marking within Topaz Department**
- 3. Additional information regarding our practice around feedback and marking**
- 4. Links with other policies**

1. Aims and objectives

At Merstone school 'marking' is not entrenched solely in pupils' written work. The key purpose of marking is to communicate to the pupils, through focused staff responses, where progress has been made and what next steps in learning may look like for each individual pupil.

In March 2016, the Marking Policy Review Group (MPRG) concluded that:

- All marking should be meaningful, manageable and motivating
- Schools should review their policies and practices in accordance with these principles
- Marking should be seen as one type of feedback and be part of an overarching assessment policy alongside practices that inform teachers, create positive pupil outcomes, and drive future planning

In April 2016, the Education Endowment Foundation reported that there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning. Therefore, this policy aims to outline clear expectations for marking and feedback, that takes into consideration both teachers' workload and pupil understanding.

When thinking of marking and feedback, we first need to look at planning. Within our Topaz department, we follow our schools LTP and produce MTP and STP that are in line with our school's expectation. In order to maximize the effectiveness of planning, teaching and learning and therefore marking and feedback, teachers in Topaz department will assess:

- If pupils' regulation is in line with cognitive ability to learn; regulate to communicate, connection before correction
- Where to inject stretch and challenge, both in planning and dynamically

Within this policy, and marking and feedback in Topaz department, we aim to answer the following three questions:

- How do we communicate our responses to pupils' outcomes?
- How do we mark (annotate) on worksheets/in workbooks?
- How are 'next steps' communicated to pupils?




Marking and feedback should be standardized across the department, classrooms and within each subject. Marking is effective when it has a clear purpose to:

- correct misconceptions
- provide further clarification
- increase effort
- increase aspiration
- build pupil confidence

2. Expectations and examples of marking within Topaz Department

How we mark in Topaz Department:

- Learning objectives/activity focus linked to SCERTS target
- Comment sheet
- Verbal feedback
- Next steps

Name:		Date:	
Lesson:			
Activity:			
Staff Comments:			
Understanding of target:			
Next Steps:			Staff Member:

Verbal feedback

Verbal feedback within the lesson related to:

- ❖ What the pupil is doing well
- ❖ Addressing any misconceptions or providing further detail
- ❖ Providing any further stretch or challenge questions or tasks to extend learning

There is no expectation for annotation of work, unless this is a requirement of a qualification such as ASDAN, all verbal feedback ensures that pupils get practical, in the moment support and structured feedback

Learning objective

Clear learning objective/activity focus that is linked to one of the four current SCERTS targets for pupils

Comment box

A comment box is used to identify the level of support given within the lesson and a brief summary of pupil's progress towards the learning objective for the lesson. There is also a traffic light system to identify understanding of the target.

Example:

Symbols and abbreviations for level of support:

ER	Experience Recorded
PH	Physical Help
GH	Gestural Help
SH	Spoken Help
PH	Physical Help
NH / I	No Help / Independent

Next step

Clear next step that links to one of the four current SCERTS targets for pupils, so progress of this target can be monitored and built on each session.

3. Additional information regarding our practice around feedback and marking:

Within Topaz department, next steps are explicitly seen in sequenced planning, review of this planning follow misconceptions. Next steps are discussed with pupils within lessons, as individuals or in group feedback.

To communicate our responses to pupil's work we use:

- Body language and signing where appropriate for some pupils
- Positive praise and share observations about pupil learning throughout the lesson
- by questioning what they found easy/difficult and like/dislike
- Discussion with the pupil about comments they have written at their level of understanding.
- Revisit what we have been learning and tell each individual pupil and groups what they have achieved

Things to consider when marking:

- Reference to ASDAN codes where appropriate for Emerald 3 transition challenge work
- Providing a witness statement or short explanation if work was based practically and evidenced through pictures.
- Evaluation on Individual Education Plan completed if lesson objective fits into targets.
- SOLAR updates and evidence for relevant targets.

Checklist for effective marking and feedback:

- Is marking, including verbal feedback, encouraging and supporting for the full range of learners?
- Is it clear to the pupil what they have done well and why? Clarity in the 'what' and the 'why' will take the teaching and learning even further.
- Are there helpful corrections and addressment of misconceptions, where appropriate, that have prioritized the key learning for each individual pupil?
- Has the marking addressed the basic skills of reading, writing and maths, including transference to other curriculum areas?
- Has the pupil responded to the marking comments and feedback?
- Is there evidence of self-assessment in future tasks?
- Where appropriate can the pupil identify how they may further improve their work?
- Has time been provide in lessons or work sent home to practice and consolidate skills?

4. Links with other policies

Although this policy is the key document for information about Topaz department marking and feedback, we also have the following policies, either joint or individual, to support marking and feedback expectations.

- Assessment Policy
- Other documents related to Topaz department