



Durham Trinity School

&

Sports College

Marking and Feedback Policy

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Approved by Curriculum Standards

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MARKING AND FEEDBACK POLICY

Aims: The aims of assessment at Durham Trinity School and Sports College are:

- Identify the learning needs of an individual pupil or a group of pupils.
- Inform planning, target setting and interventions.
- Assist with the development of quality teaching and learning strategies which motivate pupils across all provisions.
- Be specific, accurate and clear – tailored to the individual.
- Comply with statutory requirements.
- Gather and capture additional information necessary to provide a tailored and broad, high quality, educational experience to all pupils.
- Inform parents and carers of their child's experiences and achievements.
- Support the identification of barriers to learning and the development of strategies to overcome these.
- Ensure marking and recording of pupil progress is manageable whilst being effective.
- Celebrate the success of all our learners throughout school and at all stages of learning.
- To value pupils efforts and motivate them to make progress.

Rationale:

At Durham Trinity School and Sports College we believe that all pupils are entitled to regular and comprehensive feedback on their learning and we recognise that marking and feedback needs to be tailored to best meet the needs of individual pupils. Our marking, whether it is written or oral, will provide pupils with incisive feedback that will help develop their knowledge, understanding and skills. Marking is also used to inform all stakeholders of pupil progress.

Terms of Reference:

Assessment and feedback is an integral part of the school day and is naturally built into learning activities using a total communication approach (sign/symbol/word). Formal assessments take place throughout school. In EYFS, within the first 6 weeks of the pupils starting school they are assessed using the Reception Baseline Assessment (where appropriate) and at the end of their Reception year, pupils are assessed using the Early Learning Goals/Foundation Stage Profile. In Year 1 and 2, some of the pupils may have the opportunity to sit a phonics screening check. At

the end of Key Stage 1 and 2, pupils will have the opportunity to access National Testing if appropriate. At the end of Key Stage 4, pupils will be assessed through a number of accreditations or/and examinations which match their learning needs and provide a correct level of challenge for the pupil. These can include: Entry Levels, ASDAN (Towards Independence) and AQA Single Unit Awards. At the end of Year 14, pupils will be assessed through an appropriate accreditation to match their learning needs and provide appropriate challenge for the pupil. These include ASDAN Towards Independence and NOCN Independent Living accreditations.

Pupil progress is acknowledged to be about change and development. This can be linear (e.g. an increase in skills) or lateral (e.g. a skill generalised in different contexts). However, for some of our pupils it is also demonstrated by a change in response and/or by the maintenance or application of skills.

Formative Assessment

This is used daily in classrooms by both teachers and support staff, allowing staff to adapt their teaching and learning approach to meet pupil needs, to make necessary adjustments, such as re-teaching, trying alternative approaches, offering more opportunities for practice, or extending learning with the correct level of challenge. These activities can lead to improved pupil progress. This can take the form of written and oral feedback. Evidence of the activities facilitated can be uploaded to Evidence for Learning. This holds an individual record of each pupil's achievements in relation to their Personalised Learning Intentions (Termly Learning Aims), EHCP outcomes (Key Stage Learning Aims) and Steps to Success (Yearly Learning Aims), curriculum areas and/or cross curricular themes and, where appropriate, accreditation aims and objectives too.

Summative Assessment

Summative assessment is a picture of where that pupil is at a specific moment in time and is carried out periodically, e.g. end of term, end of year or end of key stage. The teacher undertakes this kind of assessment to judge a pupils current understanding against a series of Personalised Learning Intentions. The judgements made are recorded using the MAPP (Mapping and Assessing Personal Progress) scale and are plotted against four areas which are Generalisation, Maintenance, Fluency and Independence on a scale of 1 to 10. This also allows us to track the progress of an individual over time.

Marking and Feedback Guidelines

‘We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)’.

Eliminating unnecessary workload around marking.

(Report of the Independent Teacher Workload Review Group March 2016).

‘It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and ‘quality marked’. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge’

Shirley Clarke (2001) ‘Unlocking Formative Assessment’

Instant Feedback

For pupils accessing learning on worksheets or in work books the following Marking and Feedback system will be used. Pupils work is titled with a Learning Objective/Learning Outcome or Learning Intention. This can change each lesson, where appropriate or serve multiple lessons over a short period of time. It is this statement that will provide the basis of a pupil’s instant feedback.

Teachers will provide instant feedback for each piece of pupils work by highlighting the learning objectives using the following colours and giving verbal feedback related to the level at which the pupil has achieved (as stated below):

Green – learning objective achieved, the pupil is at the stage for more challenge to extend learning. Excellent examples within pupils’ work will also be highlighted where the learning objective has been successfully met. Write comments for extension and further challenge when appropriate.

Yellow – learning objective has not been achieved throughout, the pupil requires consolidation and further practice. At least one example is highlighted yellow within pupil’s work to indicate one area to improve or to highlight in yellow where support was required. Write any short comments for future learning/improvements/next steps.

Not only does this give instant visual feedback to pupils but it also provides the teacher with instant visual feedback to support the planning for individual pupils, groups or whole class.

For many of the pupils accessing Pre-formal, Specialist Autism or Semi-Formal Curriculum Pathways photographic or video-based evidence will be recorded on Evidence for Learning (A Learning Journal App) (See Appendix 1). Instant Feedback will be communicated (e.g. verbally, using signs, using symbols or using gestures) at a level appropriate to the individual.

Marking Codes

These are the marking codes used across school. Staff will use the codes below as appropriate on the piece of work marked. These can be used to indicate the level of support provided on evidence which is collated on Evidence for Learning too.

HOH	Hand over hand – full physical prompting
VP	Help given verbal prompts – spoken/signed
I	Independent work
PP	Help given by physical prompts – physical/visual
GW	Group work
LS	Literacy support
CS	Close support
MS	Minimal support

In addition to the above marking codes, pupils working towards Accreditations may use codes or marking systems appropriate to the relevant Awarding Body.

Supporting Literacy Development:

Marking related to Literacy can be used when appropriate and not to take the focus away from the learning objective. For example: If a word is circled or underlined this identifies a spelling error. A maximum of 3 spelling errors will be highlighted within a piece of work.

Additional guidance:

Pupil's work marked by short term supply staff is indicated by the word 'supply' followed by initials of supply teacher/teaching assistant. This is also mirrored in any evidence collated on Evidence for Learning.

Workbook or file based work will be marked using a different colour pen to the one the pupil has used and will **not** be a red pen.

Teachers will decide which piece of work is marked or added to Evidence for Learning with positive comments and next steps to consolidate or extend learning. There is a **minimum of 4 pieces of work/evidence to be marked in full per Learning Intention per term** (including those recorded on Evidence for Learning) using comments and codes and **linked to each of the pupils Individual Learning Intentions**. If a term within the academic year is significantly shorter, then **3 pieces of work/evidence** may be appropriate. This will be communicated by the Senior Leadership Team (SLT).

Additional Evidence collated must also illustrate the broad and balanced nature of the curriculum pathway. WOW moments may also be collated and, on these occasions, next steps are not required.

Evidence collated on Evidence for Learning can instantly be shared with parents/carers who have activated their accounts too.

Paired/Peer Feedback:

During lessons pupils could be asked, where appropriate, to peer assess work in pairs or small groups.

The following points will have been taken into account if this is to happen in class:

- Pupils need to be trained for this, through modelling with the whole class.
- Ground rules need to be discussed, agreed and displayed in the class e.g. listening, confidentiality.
- Pupils should work out what they like first, and then suggest ways to improve the piece but only against the learning objectives – not spellings or handwriting etc.
- Pairings need to be based on trust.

- Pairings should be ability based and could be supported by a member of staff.
- Pupils will be encouraged to discuss each other's work together rather than taking turns to be the 'teacher'.
- Pupils will have the opportunity to work with different partners.

Parents/Carers Involvement:

Evidence for Learning is used to create an Online Learning Journal for each pupil linked to a variety of curriculum areas and the pupils individual Learning Intentions (Termly Learning Aims), EHCP outcomes (Key Stage Learning Aims) and Steps to Success (Yearly Learning Aims). Parents/Carers are able to activate their accounts by providing the school with a preferred email address. Teachers/Class Staff select which pieces of pupil's work will be shared on this forum. Parents/Carers are also encouraged to share WOW moments or application of learning from home too.

Pupil's achievements and progress will also be shared via Weduc app, where appropriate.

Parents/carers will be invited to one parent's evenings per academic year and one Annual EHCP review meeting when there will be an opportunity to look and reflect upon their own child's progress and achievements. Stay and Play or Meet and Greet events will be an informal opportunity to discuss progress and achievements too. An End of Year Report will also be provided annually.

Monitoring

We will ensure these guidelines are being used consistently throughout the school by carrying out termly audits, through triangulation during Lesson observations and through annual RAP (Review of Assessment and Progress) Meetings. This will be the responsibility of the Senior Planning Group (SPG – Middle and Senior Leaders) when carrying out quality assurance practices as detailed in the monitoring calendar (SEC).

In addition, there will be in-house moderation sessions involving all staff which take place twice per year around a chosen focus area.

Feedback on the implementation of the policy will be given during whole school staff meetings or to groups of staff/individual staff as appropriate.

Exemplars of good practice will be shared with staff.

The policy will be reviewed annually in the Autumn Term.

The Curriculum Standards Committee of the Governing Body will monitor the implementation of the policy by:

- Carrying out learning walks and viewing pupil progress evidence.
- Attending regular monitoring visits with the Assistant Headteacher with responsibility for Pupil Progress.
- Taking an active role in the committee which includes the reading of termly reports submitted to the Governing Body by the Assistant Headteacher for Pupil Progress and by Pathway Leaders.
- Asking challenging questions to provoke discussion and encourage robust quality assurance measures.

Appendix 1 – Evidence for Learning

Below is an example of an evidence page from the Learning Journal App, Evidence for Learning.

The screenshot shows the 'Capture Evidence' interface of the Learning Journal App. The top header is teal and contains 'Cancel', 'Capture Evidence', and 'Save' buttons. The main content area is light blue and includes several sections for capturing evidence:

- EVIDENCE FOR:** A section with a document icon and a 'DRAFT' button.
- LEARNER(S):** A section with a person icon and a '+' button.
- Today:** A section with a calendar icon.
- PHOTO(S) / VIDEO(S):** A section with three large square boxes, each containing a '+' button for adding media.
- Aa COMMENTS:** A section with a text icon and a '+' button.
- FRAMEWORKS:** A section with a checklist icon and a '+' button.
- TAGS:** A section with a tag icon and a '+' button.

Appendix 2

Evidence for Learning Good Practice Checklist

The following elements should be present when collating a piece of high quality evidence of learning and progress:

- ☐ As a minimum amount, there should be 4 pieces of evidence per child per learning intention per term. If there is a term within any academic year which is significantly shorter, then 3 pieces of evidence per child per learning intention may be appropriate. This will be communicated by SLT.
- ☐ The Learners name and the correct date (on which the lesson took place) are present.
- ☐ 3 pictures or video clips have been used which show the process of learning **not** simply the final outcome.
- ☐ The photos used do not contain other pupils.
- ☐ The comment template is used (or Observations, Level of Support and Next Steps).
- ☐ The comment details the context for learning, the achievements and attitude to learning and where the learning will progress to next.
- ☐ Comments are specific to the individual pupil and are not generic in nature and comments link to appropriate Learning Intentions.
- ☐ If the pupil is assessed using the Engagement Model, the language of engagement has been used within the comment.
- ☐ Any relevant previously stated next steps that have been encountered, achieved or applied are commented upon.
- ☐ Next steps are clear and achievable and refer to Learning Intentions.
- ☐ The staff member completing the piece of evidence has noted their initials to enable further discussion around the piece of evidence should this be required. If the member of staff is working on supply, this is also noted.
- ☐ A framework is used to link the learning experience to the pupils individual learning intentions, Step to Success and EHCP Outcome. This may also include accreditation frameworks.
- ☐ Where possible, use the assessment scale from EHCP interim report to comment upon progress made towards EHCP's.

- ☐ Baseline evidence to be completed within the first two weeks of the assessment term, if a new learning intention has been written. Any continued learning intentions do not need new baseline evidence and should follow the next steps from the previous piece of evidence.
- ☐ Baseline evidence should include information about what the pupil can't do/what they struggle with to show an accurate representation of their starting points.
- ☐ Appropriate tags have been referenced, and they are cross-curricula. E.g. careers, maths, continuous provision, thinking and problem solving and communication.
- ☐ Subject teachers will complete one piece of evidence per half term showing the progress throughout that period. The teacher will create the piece of evidence inputting the subject specific information, then class TA's should personalise it and link it back to progress towards individual EHCP outcomes, step to successes and learning intentions.

The following elements should be present when collating curriculum coverage evidence.

- ☐ One (minimum) / two (preferred) pieces of whole class evidence to be sent to parents per week.
- ☐ A wide range of curriculum areas are covered i.e. not the same lesson every week- class teams may want to keep a checklist to ensure appropriate coverage.
- ☐ Evidence has been shared with parents/carers who have had their accounts activated. Please ensure that the option 'Shared Photos/Videos, Comments and Tags' has been chosen where possible as this will share any comments about achievements and the context of the lesson with parents/carers.
- ☐ Permission has been sought for all pupils. If not, blur pupil faces to ensure they can't be identified.
- ☐ Comment on the focus area and curriculum area within the write up as well as using the appropriate tags.
- ☐ Do not link to frameworks unless it is being saved separately and used for an individual pupil as part of their progress evidence.