



The Parks School

Motivate • Challenge • Support

Marking, Feedback and Assessment Policy

“Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do”

MARKING, FEEDBACK AND ASSESSMENT POLICY

Policy Version: September 2026

Review Date: September 2027

Policy Lead: Headteacher

Approved By: Proprietor

1. Statement of Intent

At The Parks School, we believe that effective feedback is one of the most powerful ways to improve learning. High-quality marking and feedback should motivate pupils, challenge them to improve and support them to become increasingly independent learners.

As a specialist Social, Emotional and Mental Health (SEMH) school, we recognise that pupils arrive with differing educational experiences, interrupted learning and varying levels of confidence. Feedback therefore needs to be timely, personalised and meaningful, helping pupils understand what they have achieved and what they need to do next.

Marking is only valuable when it improves learning. Our approach focuses on responsive teaching rather than excessive written marking, ensuring staff workload is proportionate while maximising impact on pupil progress.

2. Our Vision – Motivate • Challenge • Support

Motivate

We create learning environments where pupils feel safe to take risks, make mistakes and celebrate success.

We will:

- Recognise effort as well as achievement.
 - Celebrate progress, however small.
 - Provide regular praise and encouragement.
 - Build confidence through positive feedback.
 - Foster resilience and a growth mindset.
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Challenge

We maintain high expectations for every learner.

We will:

- Provide feedback that extends thinking.
 - Encourage pupils to reflect and improve.
 - Promote independence and self-assessment.
 - Challenge pupils to achieve their personal best.
 - Ensure feedback moves learning forward.
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Support

We recognise that every pupil learns differently.

We will:

- Adapt feedback to individual needs.
 - Use verbal and visual feedback where appropriate.
 - Scaffold improvements.
 - Remove barriers to learning.
 - Celebrate individual progress against starting points.
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3. Legal Framework

This policy reflects:

- Education (Independent School Standards) Regulations
 - Teachers' Standards
 - Equality Act 2010
 - SEND Code of Practice (2015)
 - Keeping Children Safe in Education (Current Edition)
 - Ofsted Education Inspection Framework
 - Education Endowment Foundation (EEF) Guidance on Feedback
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4. Aims

This policy aims to:

- Improve pupil progress.
- Develop independent learners.
- Promote high-quality teaching.
- Ensure consistency across the school.
- Provide meaningful feedback.
- Support adaptive teaching.
- Reduce unnecessary teacher workload.
- Improve literacy and numeracy across the curriculum.

5. Principles of Effective Feedback

Feedback should be:

- Timely.
- Meaningful.
- Proportionate.
- Specific.
- Supportive.
- Challenging.
- Personalised.
- Focused on improvement.

Feedback should always help pupils answer three questions:

- What have I done well?
- What do I need to improve?
- What should I do next?

6. Types of Feedback

The Parks School values a range of feedback approaches.

Verbal Feedback

The most effective form of feedback.

Examples include:

- Live coaching.
- Questioning.
- Modelling.
- Discussion.
- Immediate correction.
- Praise.

Verbal feedback should happen throughout lessons.

Live Marking

Teachers may provide feedback whilst pupils are working through:

- Annotation.
- Prompting.
- Corrections.
- Questioning.

This allows misconceptions to be addressed immediately.

Written Feedback

Written feedback should:

- Be concise.
- Focus on improvement.
- Highlight successes.
- Identify next steps.
- Be age and ability appropriate.

Extensive written comments are not expected.

Peer Assessment

Pupils may:

- Review each other's work.
- Give constructive feedback.
- Discuss success criteria.
- Reflect upon improvements.

This will always be carefully structured.

Self-Assessment

Pupils will be encouraged to:

- Reflect upon learning.
 - Identify strengths.
 - Recognise areas for improvement.
 - Set personal targets.
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7. Adaptive Feedback

Feedback will reflect:

- EHCP outcomes.
- Reading age.
- Communication needs.
- SEMH needs.
- Processing difficulties.
- Speech and language needs.
- Emotional regulation.

Staff will adjust feedback methods according to individual needs.

8. Literacy Across the Curriculum

All staff contribute to literacy development.

Feedback may include:

- Vocabulary.
- Spelling.
- Grammar.
- Sentence structure.
- Reading strategies.
- Communication.

Corrections should support learning without overwhelming pupils.

9. Numeracy Across the Curriculum

Where appropriate, staff will support:

- Mathematical vocabulary.
 - Accuracy.
 - Problem solving.
 - Presentation.
 - Reasoning.
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10. Presentation Expectations

Pupils should be encouraged to:

- Take pride in their work.

- Date work.
- Use appropriate titles.
- Present work clearly.
- Correct mistakes positively.

Presentation expectations should be realistic and appropriate to each pupil.

11. Responding to Feedback

Time will be built into lessons for pupils to:

- Read feedback.
- Ask questions.
- Improve work.
- Correct misconceptions.
- Redraft where appropriate.

Feedback has the greatest impact when pupils respond to it.

12. Assessment

Teachers will use a range of assessment methods including:

Assessment for Learning

- Questioning.
- Observation.
- Discussion.
- Mini whiteboards.
- Exit tickets.
- Practical activities.

Assessment of Learning

- End of unit assessments.
- Functional Skills.
- GCSE assessments.
- Entry Level assessments.
- AQA Unit Awards.

Diagnostic Assessment

- Reading ages.
- Numeracy assessments.

- Baseline assessment.
- Speech and language information.
- EHCP outcomes.

Assessment information will inform planning and adaptive teaching.

13. Recording Progress

Teachers will maintain accurate assessment information through:

- Lesson assessment.
 - Termly tracking.
 - Target reviews.
 - EHCP monitoring.
 - Individual learning plans.
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14. Roles and Responsibilities

Teachers will:

- Deliver high-quality feedback.
- Adapt feedback appropriately.
- Assess learning regularly.
- Monitor pupil progress.
- Plan next steps.

Teaching Assistants will:

- Support pupils to understand feedback.
- Reinforce teacher guidance.
- Encourage independence.
- Share observations with teachers.

Senior Leaders will:

- Monitor consistency.
 - Support staff.
 - Review assessment information.
 - Ensure policy implementation.
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15. Monitoring

The Headteacher and Senior Leadership Team will monitor:

- Work scrutiny.
- Learning walks.
- Lesson observations.
- Pupil voice.
- Assessment data.
- Progress over time.
- Literacy and numeracy outcomes.

Monitoring will focus on the impact of feedback rather than the quantity of written marking.

Related Policies

- Curriculum Policy
 - Teaching and Learning Policy
 - SEND Policy
 - Assessment Policy
 - Literacy Policy
 - Behaviour, Relationships and Positive Development Policy
 - Staff Code of Conduct
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Key 2026/27 Amendments

- Introduced **Motivate • Challenge • Support** throughout.
 - Greater emphasis on verbal feedback and responsive teaching.
 - Reduced unnecessary written marking.
 - Stronger focus on adaptive teaching.
 - Embedded literacy and numeracy across the curriculum.
 - Clear links to SEMH practice and trauma-informed teaching.
 - Aligned with current Ofsted and EEF guidance.
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Legal Status

This policy applies to all teaching and support staff delivering education at The Parks School. It supports the school's curriculum and assessment procedures and complies with current statutory requirements and Independent School Standards.

Monitoring and Review

The Headteacher will monitor the implementation of this policy through lesson observations, work scrutiny, assessment reviews and pupil outcomes. The policy will be reviewed annually by the Proprietor and Headteacher, or sooner if changes to legislation, statutory guidance or school practice require.

By embedding our values of **Motivate, Challenge and Support**, The Parks School is committed to ensuring that marking, feedback and assessment are purposeful, responsive and focused on helping every pupil make meaningful progress from their individual starting points.