Kings College Marking and Feedback Policy 2026-2027

“Work hard, be kind and push yourself.”

PURPOSE OF POLICY

Providing feedback to pupils is an essential part of teaching and learning that is fundamentally important in driving student progress. The focus of written and verbal feedback is to aid students in gaining a clear understanding of how well they have gained knowledge, concepts and skills and to highlight areas where improvements can be made. It should impact upon progress. This approach will foster independence and allow students the opportunity to take responsibility for their own learning in conjunction with the teacher during DART time and in future lessons. At Kings College Guildford, we also recognise that teachers' marking of students' progress and attainment is essential. The purpose of marking at Kings College is to evaluate how far students have progressed at regular assessment points and to communicate this data to stakeholders.

The implementation of this policy is the responsibility of all teachers and leaders.

Feedback:

- Will be written using the WWW/EBI structure
- Will be written on green paper (or in green pen) so it can be easily identified by students
- Will be directly linked to the task and learning outcomes
- Will challenge students to think for themselves
- Will only be recorded in order to show student progress
- Will inform planning
- Will use the school rewards policy where appropriate
- May be individualised or utilise the whole-class feedback model

Marking:

- Will be diagnostic and precise
- Will be at each summative point and where Heads of Department instigate additional summative assessments (e.g. in Year 11).
- Will identify student attainment
- Will use percentages in KS3 and GCSE grades at KS4 (with +/- indicators where appropriate)
- Will inform planning

Summative assessments in the form of PPEs will be in Modules 2 and 6. Grading is moderated within departments to ensure consistency. Smaller departments may utilise colleagues within the trust to moderate grades. Summative assessment grades will be reported home to parents/carers at both assessment points.

Following guidance released by the Department for Education on 10 June 2025, the school is developing its use of Artificial Intelligence and Large Language Models to assist staff in providing timely feedback for pupils. Any use of AI tools is in the form of an assistant to staff and not replacing them. Judgements on levels and marks will always be made by the teacher. Any feedback generated by the AI tool – e.g. whole class misconceptions or personalised comments on pupil's work – will be based upon appropriate mark schemes related to the task set and checked by staff for accuracy and appropriateness. Any work that is put into an AI tool will be anonymised in line with our Data Protection policy. Further information on the use of AI can be found in our Use of Artificial Intelligence Policy.

DART (Dedicated Action and Reflection Time) will be incorporated into lessons following individualised or class feedback. This will allow the students the opportunity to act upon the feedback given, which must be done in their DART pens.

Any feedback or assessment sheets that are used will be green in colour so that it is instantly recognisable to students.

Responsibilities in relation to feedback:

Role	Responsibility
Teachers	• Ensure students receive feedback in line with department and whole school policy • Share good practice at department and T&L meetings • Participate in department moderation • Record assessment data in SIMS for reports
TAs and HLTAs	• Guide student work using teacher feedback where appropriate
Heads of Dept.	• Ensure staff are providing feedback in line with policy • Monitor the quality and regularity of marking and feedback • Conduct book reviews that focus on marking and feedback • Support staff with marking and feedback within department time • Plan opportunities for moderation • Share good practice
SLT	• Plan opportunities for discussion of policy at T&L meetings • Ensure HoDs and staff are adhering to policy • Review policy for effectiveness
Students	• Read all feedback comments from teaching staff • Complete their DART tasks • Take part in peer and self-assessment tasks positively • Speak to the teacher if further feedback or clarification is needed
Parents	• Support teachers and students by monitoring feedback • Engage with teachers to support progress

Students will receive regular, impactful feedback from their teachers in order progress their learning. Students will receive feedback differently depending on the subject (see below).

Subject	Feedback
English	**Method:** The English Department provides feedback to every child using the Whole Class Feedback Model. Teachers will list key skills with clarity, using the AQA mark scheme as a guide, that should be achieved in the assessment and share these with students. Teachers will then provide a personalised WWW/EBI to every student by referring to these skills. A tailored DART task will be included for every student which will clearly state what a student needs to improve on, and why, before offering scaffolding for improvement. **Rationale:** The English Department utilises Whole Class Feedback as it allows for feedback to be given on a granular level, allowing us to reduce a complicated series of interwoven skills to a clear and simple format. The method ensures students have clarity about what they need to do next in order to progress, at a level appropriate to them in that moment, and allows for precise personalisation without causing cognitive overload. DART tasks are precise, personalised and purposeful to ensure that students can see how they might improve this particular task but also include the 'why' so students can see how this would impact their longer-term progression in the subject. **Frequency:** Feedback is given to all learners twice a half term including at the November and Summer assessment points where at least one of these feedback sheets will relate directly to the examination. In module 4, an adaptation will be made whereby KS3 students will receive one piece of feedback in order to allow additional Year 11 examination marking to be completed.
Maths	**Method:** Students mark their own work in every lesson using answers provided by the teacher. In addition, the Maths Department provides regular, written whole class feedback to each student. Areas students performed well in are listed under what went well (WWW) and areas for future focus or improvement are listed under even better if (EBI). Feedback is given on a set piece of work consisting of three questions of increasing difficulty. These focus on either current learning or immediately previous learning. Teachers assess each question and provide feedback statements based upon how the student answered. DART tasks are then selected based upon areas either for further consolidation or to provide additional stretch and challenge. Teachers model the answer to each feedback question using a visualiser and explain exactly where marks would be awarded in an exam. Students then assess and mark their own work using this information. In KS4 Higher classes, feedback may instead be provided on unit tests and assessments leading towards the GCSE. These will be regular and students will have access to their attainment in each area to inform their independent revision. When marking, students will see modelled answers as well as mark schemes so that they are able to continue to make progress.

	Rationale: Students get immediate results based upon their own in class marking. Whole class feedback enables the Maths Department to comment on and identify common misconceptions across ability groups, whilst also commenting on areas where students performed well. Personalised feedback in the areas listed above give students clear guidance and areas for improvement in important skills needed in Maths. Modelling answers provides support and clarity for those students struggling to grasp a new concept, students assessing their own work and understanding where marks are allocated provides students with an understanding as to what they need to include in an examination. Specific DART tasks give students extended time to practise and focus on areas where improvements are needed or to extend their learning further. KS4 assessments provide higher attaining students with more responsibility for their own progress and revision. **Frequency:** Students mark their work in every lesson. Feedback is given at least twice per module (generally the middle and end). Year 11 students from module 3 onwards complete a practice or past paper each week, which is marked and live modelled by the teacher giving students precise weekly updates on where to target their revision. KS4 unit tests or assessments are at least twice per module.
Science	**Method:** Students will self-mark their classwork, under the instruction of the teacher, using a DART pen at given points in each science lesson. Science teachers will use a variety of methods to guide self-marking, including live-modelling and verbal feedback. Written feedback on specified pieces of work will be given to students regularly, either as whole class feedback or as a personalised checklist, depending on the need of the students and the type of work being assessed. Students act upon written feedback by completing DART activities set by the classroom teacher. Science teachers will plan their lessons to address common misconceptions and gaps in knowledge/skills that become apparent through assessing student work. **Rationale:** The science curriculum is very knowledge-rich and many of the core learning points are easily categorised as correct or incorrect. Self-marking with teacher guidance is the most efficient way to provide immediate feedback for this type of material and can be easily combined with classroom AFL techniques to provide the teacher with insight into student learning. Assessment is used on specified pieces of work to inform teachers of longer-term trends in learning and to identify common areas of misunderstanding or gaps in knowledge. Written feedback is given to inform students of the areas of strength and weakness in their work. It also provides a basis for DART tasks designed to progress students in particular science skills or science topics. **Frequency:** Self-marking should be evident throughout student books. KS3 students will receive written feedback from their science teacher at least twice per module. KS4 students will receive one piece of written feedback

	in each science discipline (i.e. biology, chemistry, physics) at least once per module.
History	**Method**: The History Department provides feedback to every child using the Whole Class Feedback model. Upon submitting a piece of writing, students receive personalised annotations alongside a DART Task directly related to the assessed work. All students are required to complete a DART Task that focuses on a specific skill that needs developing. Students are also required to engage with self and/or peer feedback tasks in class, which involve guided marking and self-improvement. **Rationale**: The rationale behind this approach is to help students develop their historical writing by gaining a deeper understanding of the specific requirements needed to answer the range of different questions asked in History. By developing their ability to understand the different aspects of a written response, students will then be able to focus more on the factual content required within an answer. This will then result in more detailed responses that allow students to demonstrate their full level of understanding. **Frequency**: Students will receive feedback on a written task from their teacher once per module. Alongside this, in-class verbal feedback and modelled answers will be provided regularly, focusing on how to structure and create more in-depth responses to longer, complex questions. This will be carried out at least twice per module. This means that students receive feedback on average once per timetable cycle – although this may vary dependent on the content being covered.
Geography	**Method**: The Geography Department provide written feedback to every child at least twice a module. The Whole Class Feedback Model is used for all end of topic assessments and will focus on what students have done well, common misconceptions and DART tasks. Students will also be provided with personalised WWW and EBI based on their understanding and implementation of key geography skills and knowledge midway through a topic. Alongside this, high levels of live feedback are given in every Geography class, including times when we mark retrieval quizzes and homework. **Rationale**: The Geography Department utilises Whole Class Feedback as it is a clear, highly effective and efficient way to ensure students overcome misconceptions. The feedback along with the DART activity are targeted so that students can see what they have done well, how they could progress and also allows them to reflect on their next steps. **Frequency**: Feedback is given to all students twice per half-term including the November and Summer assessment points. All Key Stage 4 feedback will be linked directly to exam questions.
Languages	**Method:** The MFL Department uses a range of feedback approaches to support students in identifying their successes, addressing misconceptions and understanding how to improve. Regular and consistent self-

	assessment and peer assessment are embedded within lessons, alongside timely verbal feedback, whole-class feedback and live modelling. Feedback is provided across the different language skills of listening, speaking, reading and writing, as appropriate. Online homework is reviewed by teachers to identify common misconceptions and areas for development, which are then addressed in lessons through whole-class feedback and targeted teaching. Students complete one formal DART task per module, recorded on green paper, which provides a clear opportunity to reflect on feedback and respond to identified areas for development. Students are regularly expected to act upon feedback and improve their work, supported by modelling and guidance to help them understand what successful outcomes look like. At Key Stage 4, relevant GCSE assessment criteria and mark schemes are shared and discussed with students to develop their understanding of how their work is assessed and how they can make further progress. **Rationale:** The MFL Department uses a range of feedback approaches, including Whole Class Feedback, self-assessment and peer assessment, to ensure that feedback is accessible, timely and purposeful. These approaches enable students to recognise success, identify misconceptions and understand clearly what they need to do next in order to progress. Feedback is personalised where appropriate and supported by live modelling and teacher guidance, helping students to understand what successful outcomes look like. DART tasks are precise, personalised and purposeful, providing students with structured opportunities to act upon feedback and improve their work. Students are also encouraged to understand why an improvement is needed and how acting upon feedback will support their longer-term progress in MFL. **Frequency:** Feedback is provided regularly throughout each module and is embedded within classroom practice across the four key language skills of listening, speaking, reading and writing. Students routinely engage in self-assessment and peer assessment during lessons, alongside verbal feedback, Whole Class Feedback and live teacher feedback. Online homework platforms provide students with instant feedback and opportunities to revisit, restart and improve their work Students complete one formal DART task per module, recorded on green paper, providing a structured opportunity to respond to feedback and improve their work. At Key Stage 4, students also receive regular individual, one-to-one feedback where appropriate, particularly in speaking and writing, alongside feedback on GCSE-style tasks and assessments. This enables students to understand their individual strengths and areas for development and to target their practice and revision effectively.
PRE	**Method:** The PRE department will use low-stakes quizzing or retrieval tasks as part of an ongoing formative assessment of the core knowledge covered in the PRE curriculum. This will be self-marked and corrected by students within lesson to provide them with live feedback.

	Rationale: Understanding key concepts is a central pillar to being able to access and debate questions about Philosophy, Religion and Ethics. Due to the challenging nature of the content of the course, we are focusing on embedding knowledge and being able to use this in a debate/discussion situation. **Frequency:** Ongoing during curriculum time.
Art	**Method**: The Art Department provides feedback to every child using the Whole Class Feedback model alongside high levels of live feedback to every child, every lesson. Students are expected to use their RAG cards in order to identify the level of challenge that they are experiencing during work and this ensures that these students are prioritised for quick live feedback to enable progress. When producing Whole Class Feedback teachers will analyse a piece of work or stage of coursework. Teachers will identify the key skills using WWW/EBI. Teachers will then highlight the personally relevant DART tasks for each student as an individual which clearly state what a student needs to improve on before modelling and/or providing scaffolding. **Rationale**: The Art Department utilises Whole Class Feedback as it allows for a simple format which is easily accessed by students and has shown to be impactful for all students to progress their skills and knowledge at an appropriate level for all students. DART Tasks are designed at KS3 to develop the key practical skills to ensure students will be successful at creating coursework and to understand how to refine their work through sustained time. At KS4 tasks are focused on how students can refine their on-going coursework to maximise their achievement in line with the assessment objectives. The refinement of work is one of the four assessment objectives assessed at GCSE so by ensuring students understand how to refine, sustain and develop work they are able to become more reflective artists and can utilise these skills in future pieces of work. **Frequency**: Feedback is given to all students twice per half-term and at Yr7-8 feedback is given at least once per term due to curriculum time.
PE	**Method:** Core PE will use verbal feedback every lesson during practical sessions. Once a module, students will be assessed on a 0–8 scale for their practical performance in PE using an assessment grid, alongside a second 0–8 assessment measuring their cognitive knowledge based on both the theory component taught across the module and their sport-specific understanding. During modules where students study Health and Fitness, an additional assessment will require them to create, plan, and review their own fitness programme. Similarly, in Dance modules, a second assessment will require students to choreograph and review a group dance routine. Students will also be expected to complete a theory-based exam that tests their understanding of Sport Science in November and June. **Rationale:** Students receive verbal feedback every lesson, providing immediate, tailored guidance to refine physical performance and address individual learning needs in real time. The dual 0–8 end-of-module

	assessment evaluates both practical execution and cognitive comprehension, ensuring pupils grasp both the physical application and the underlying theoretical principles of each activity. Specialised assessment tasks in Health and Fitness and Dance develop critical higher-order skills, encouraging students to take ownership of their learning through practical planning, creative composition, and thoughtful self-reflection. Finally, biannual Sport Science theory examinations serve to solidify core academic knowledge, establishing a robust foundation for future study in academic Physical Education. **Frequency:** Core Physical Education verbal feedback is delivered continuously every lesson during practical sessions, supporting ongoing development throughout the module. Dual assessments evaluating both practical performance and cognitive knowledge take place at the conclusion of every module, with additional specialised tasks embedded within Health and Fitness and Dance units. Pupils will undertake summative Sport Science theory examinations in November and June.
Design Technology	**Method:** Verbal feedback should be on going throughout all lessons. This is most impactful during skill development activities. The dialogue between staff and students should enable students to progress and be aware of improvements in their design and making tasks. Whole class feedback will provide what went well (WWW) and even better if (EBI) comments from the teacher. DART tasks will be developed, and students will select tasks most appropriate to their development. Students will self-mark any short-answer responses during theory lessons. The Design Technology Department are introducing mastery marking for practical skills. Students will be given clear success criteria for tasks. Staff will award one of the three mastery levels for work. • Developing • Accomplished • Exceptional **Rationale:** Verbal feedback will support students within Design Technology by providing immediate insight into what they are doing well in design/making tasks and how they can improve. Whole class feedback along with a DART task will enable students to challenge misconceptions, develop skill along with greater understanding of how they can maximise marks within coursework or exam style questions. **Frequency:** Feedback is given verbally during all Design Technology lessons to enable students to develop their design and making skills allowing them to progress with their projects. Students will receive written or whole class feedback with an attached DART task once per module.
IT	**Method:** The ICT Department provides feedback to every child using a variety of methods, such as:

	• The Whole Class Feedback model • Feedback in small groups • One to one feedback • Assessed work feedback – Teachers use a standardised mark scheme feedback sheet to enable personalised analysis of assessment performance and relevant DART tasks • Interactive ICT questioning software such as Kahoot • Peer to peer feedback based on the effectiveness of student work **Rationale:** Student time in ICT is limited at KS3, therefore the focus is on hands on practical application of skills. ICT teachers apply a model, practice, review and develop approach to lessons, giving feedback through the most appropriate method which is dependent on the task and student. **Frequency:** Students are assessed every lesson using the methods above, as appropriate. Summative assessments are held twice a year in line with the whole school policy.
Performing Arts	**Method:** Performing Arts continuously uses verbal feedback based on clear assessment criteria that we share with the students at the start of each topic. Live marking is used following listening tasks and quizzes which test theoretical knowledge. DART tasks are set as a result of verbal feedback and model answers are shared. At Key Stage 4, written feedback is provided alongside DART tasks for each unit of work. Verbal feedback is given every practical lesson to support development of their work. For Year 11 Performing Arts - Unit 3, please note, no written or verbal feedback can be given as this is their exam work. **Rationale:** Performing Arts give verbal feedback every lesson which allows students to continuously improve their work before final performance and composition assessments. The method ensures students have clarity about what they need to do next in order to progress, in small steps. Specific DART tasks are set as part of responsive teaching in order to address misconceptions which have arisen or reteach material as required. Likewise, live marking gives the teacher the opportunity to address any inaccuracies in theory before students are asked to apply theory during practical tasks. **Frequency:** Verbal feedback is given to individuals and/or groups every lesson and DART tasks are provided twice per module in KS3 and once per written piece for each unit within KS4. Live marking and feedback is used every lesson for listening tasks and quizzes.
Business Studies	**Method:** The Business Department provides feedback to every child using peer, verbal and written feedback. Exam questions are set every 75-minute lesson using command words from the AQA syllabus. Peer to peer

	feedback is frequently used when setting AQA GCSE style exam questions in the classroom not only to GCSE students but also to Year 9 in preparation for the GCSE should they choose to further their studies. Additionally, students have one lesson per cycle in an IT room where they will be assessed using interactive ICT questioning software called Socrative. **Rationale:** Students are exposed to the AQA marking criteria from the very beginning to foster a deeper understanding of the requirements for success at GCSE, especially for A03 questions: Analyse and Evaluate. Through peer assessment they begin to grasp an appreciation of their work and how to improve it. **Frequency:** Students are given an AQA exam style question every lesson from Years 9-11. Online assessment happens once per two-week cycle using the software outlined above. In Year 9 summative assessments are held twice a year in line with the whole school policy: In Year 10 and 11 at the end of every unit of study.