



Marking, Feedback and Assessment Policy Year 6-8

1. Purpose

At King's College School, we believe that high-quality feedback is one of the most powerful drivers of student progress. This policy ensures that feedback is consistent, manageable, and impactful across all subjects and year groups.

Our approach aims to:

- Promote student progress through effective feedback
- Develop student independence and ownership of learning
- Ensure consistency across departments and year groups
- Maintain high standards
- Provide clear evidence of learning and progress over time
- Prepare students for GCSE study and beyond

1.2. Core Principles

Effective feedback at King's College School is:

- Purposeful and focused on improvement
- Manageable for staff
- Acted upon by students
- Consistently applied across the school
- Designed to promote reflection and dialogue
- Clearly visible in student books

Feedback is not about quantity of marking, but about the quality of impact on student learning.

2. Types of Feedback

At King's College School, we recognise that feedback can take many forms. Effective feedback is not defined by the amount of written marking but by its impact on student learning and progress.

Teachers should use a range of feedback strategies, selecting the most appropriate approach for the learning activity, age of students and intended outcome. Feedback will

Verbal Feedback

Verbal feedback is often the most immediate and impactful form of feedback.

This may include:

- Individual conversations with students
- Small group feedback
- Live feedback during lessons
- Questioning to deepen understanding
- Immediate correction of misconceptions
- Coaching and guidance during learning activities

Where verbal feedback leads to a significant improvement or next step, teachers may record this using the symbol **VF (Verbal Feedback)**.

Whole-Class Feedback

Whole-class feedback allows teachers to address common strengths and misconceptions efficiently.

This may include:

- Reviewing common errors
- Sharing excellent examples of work
- Identifying whole-class targets
- Modelling successful responses
- Addressing misconceptions through reteaching

When whole class feedback is given, students will show this in their work but using a purple pen to document feedback and relevant changes/corrections to their work.

Written Feedback

Written feedback is primarily recorded through the school's Green Sticker system and should be focused, specific and actionable.

Written feedback may include:

- WWW (What Went Well)
- EBI (Even Better If)
- Improvement questions

Written feedback should be reserved for key pieces of work where detailed feedback will have the greatest impact. Students will be encouraged to reflect on the feedback and to act on the feedback given.

Live Marking

Teachers may provide feedback while students are working.

This may include:

- Reviewing work during lessons
- Providing immediate guidance
- Correcting misconceptions in real time
- Prompting students to improve work before completion

Live marking allows students to make immediate improvements and supports responsive teaching.

Self-Assessment

Students are encouraged to reflect on their own learning regularly using Yellow Stickers and the Green Pen of Power.

Effective self-assessment helps students:

- Understand success criteria
- Recognise strengths
- Identify areas for improvement
- Take ownership of their learning

Students will experience guidance and modelling about how to effectively self-assess their work by their teachers.

Peer Assessment

Peer assessment provides students with opportunities to evaluate and improve each other's work using Pink Stickers and the Green Pen of Power.

Students will be explicitly taught how to provide constructive feedback that is:

- Specific
- Respectful
- Linked to success criteria
- Focused on improvement

3. Student Books Structure

Students will use workbooks or booklets to support learning and assessment.

4. Feedback Sticker System

Feedback will be recorded using a consistent colour-coded sticker system. Every sticker includes:

- WWW (What Went Well)
- EBI (Even Better If)

4.1 Green Sticker – Teacher Feedback

Used by teachers and teaching assistants.

Green stickers provide structured feedback on key pieces of work and assessments.

They include:

- WWW (strengths)
- EBI (next steps for improvement)
- Targets or questions where appropriate

Students must respond using their **Purple Pen of Power**, completing improvements, corrections or extensions. Green sticker feedback should occur at relevant times in the term but in terms of quality assurance at least twice per half term.

4.2 Yellow Sticker – Student Reflection (Self-Assessment)

Used by students for self-reflection.

Students evaluate their own work and progress, including:

- WWW (what they have done well)
- EBI (what they need to improve)

Yellow sticker reflections should be completed regularly, using structured prompts provided by the teacher.

4.3 Pink Sticker – Peer Assessment

Used during peer assessment activities.

Students provide feedback to peers including:

- WWW (strengths in the work)
- EBI (clear suggestions for improvement)

Peer assessment must be taught explicitly and modelled by teachers to ensure consistency and quality.

Students completing peer assessment use their **Green Pen of Power**.

5. Pen Systems

Purple Pen of Power (Student Response to Teacher Feedback)

Used when responding to **green teacher feedback and for self-assessed work**.

Students use purple pen to:

- Correct mistakes
- Improve answers
- Respond to questions
- Redraft or extend work
- Complete feedback tasks

6. Teacher Feedback Expectations

Teachers are expected to provide:

Minimum Requirement per Term

- Two significant pieces of teacher feedback per class per term (Green Stickers)

These should be linked to:

- Assessments
- Extended writing
- Key learning tasks
- Projects or investigations

Teacher feedback must include:

- WWW (strengths)
- EBI (clear next steps)

Time must be given for students to respond to feedback using Purple Pen of Power.

7. Peer and Self-Assessment

Students will complete:

- Two peer assessment activities per term (Pink Stickers)
- Regular self-assessment activities (Yellow Stickers)

Students must be explicitly taught how to:

- Use success criteria
- Identify strengths and weaknesses
- Give constructive feedback
- Reflect on their learning

8. Assessments

Each term includes:

- Two formal assessments per subject

Assessments should be clearly identifiable (e.g. on coloured paper or designated assessment materials).

Feedback on Assessments

Assessment feedback will:

- Focus on strengths and misconceptions
- Provide clear next steps
- Avoid over-reliance on grades

Grades and Scores

- No numerical grades or percentages for routine classwork or end-of-unit assessments
- Grades/percentages reserved for major summative assessments (e.g. end-of-term exams)

9. Yellow Box Marking

Yellow Box Marking is used to ensure focused, manageable marking.

- A section of work is highlighted
- Teachers mark only the content within the yellow box in detail
- Feedback is targeted and actionable
- Students respond using Purple Pen of Power

10. Spelling, Literacy and Accuracy

To support literacy without increasing workload:

- A maximum of 3 key spelling errors should be highlighted per piece of work
- Focus on high-frequency and subject-specific vocabulary
- Students are expected to correct and learn from errors
- Departments may use spelling logs or vocabulary books where appropriate

11. Teaching Students to Use Feedback

Students will be explicitly taught how to:

- Read feedback carefully
- Respond effectively using Purple Pen

- Reflect on their learning using Yellow Stickers
- Give constructive peer feedback using Pink Stickers
- Improve work based on targets

This is a core part of classroom practice across all subjects.

12. Presentation of Work

High standards of presentation are expected in all books.

Students should:

- Write neatly and clearly
- Use titles and dates
- Present work with care and pride
- Respond fully to feedback tasks

Excellent presentation should be recognised through rewards and praise.

13. Rewards and Recognition

Positive effort and high-quality presentation should be celebrated through:

- House points or achievement points
- Stickers
- Verbal praise
- Certificates
- Celebration events

Recognition should be consistent and meaningful.

14. Quality Assurance

Department Book Reviews

Departments will regularly review books to monitor:

- Quality and consistency of feedback

- Student response to feedback
- Use of stickers and pen systems
- Assessment practices
- Presentation standards

SLT Monitoring

Senior Leadership will conduct regular reviews including:

- Book looks
- Learning walks
- Student voice
- Department reviews

15. Summary of Minimum Expectations per Term

All classes must show evidence of:

- Two teacher feedback entries (Green Stickers)
- Two peer/self-assessment activities (Pink/Yellow Stickers)
- Two formal assessments
- Regular student response using Purple Pen
- Regular reflection using Yellow Stickers
- Clear WWW and EBI in all feedback
- Visible progress over time
- High standards of presentation

16. Review

This policy will be reviewed annually to ensure it remains effective, sustainable, and aligned with best practice in teaching, learning and assessment.