



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

MARKING AND FEEDBACK POLICY

Intent

The purpose of feedback at Shirley High School is to improve pupil learning by making errors visible, correcting them promptly, and enabling successful practice. Feedback supports learning by clarifying expectations, addressing misconceptions, and reinforcing effective strategies.

Feedback is often most effective when it is timely, specific, and directly linked to clear models of success. Feedback helps pupils understand what they have done incorrectly, why it is incorrect, and how to improve, while also reinforcing accurate responses and successful approaches.

Effective feedback:

- Is given as close as possible to the point of performance
- Identifies misconceptions or errors clearly and precisely
- Provides pupils with guided opportunities to practise corrected responses
- Reinforces learning through modelling, worked examples, and shared success

While the principles of effective feedback are shared across the school, individual departments adapt the strategies outlined above to suit the demands of their subject, curriculum, and pupils. Departments apply these approaches in ways that are pedagogically appropriate to their discipline, while ensuring that feedback remains purposeful, timely, and focused on improving pupil learning.

Implementation

The following table outlines the main methods used to deliver feedback at Shirley High School. The subsequent bullet points provide further detail on each key area

Feedback Focus	Methods of Marking
Retrieval	All lessons start with a retrieval starter. The answers are revealed afterwards and pupils make corrections in red pen.
Live Marking via Independent Practice	Teacher circulation during independent practice and followed by a review and red pen corrections made by pupils.
Assessment	Marking and Feedback followed by dedicated time to show improvements and understanding

Feedback at Shirley High School is delivered in a range of ways. **Methods are** elected by teachers according to the needs of the task and the pupils. These include:

- Circulation during independent tasks Teachers actively circulate while pupils are practising, checking for understanding and identifying errors early.



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- Immediate correction of individual errors. When an error is identified, the teacher provides timely corrective feedback—often through prompting or guided questioning—to prevent misconceptions from becoming embedded. Including feedback on SPAG and literacy where appropriate.
- Correction of whole-class errors. Where common misconceptions are identified, teachers may pause independent work to address these explicitly with the whole class, using clear explanations and models.
- Use of successful models and answers Strong examples are shared during reviews to clarify expectations and make success explicit.
- Review. Teachers review pupil work after independent practice. Corrections are completed in red pen so that misconceptions and improvements are clearly visible, supporting reflection and dialogue.

Summative assessment:

Alongside the approaches outlined above, summative assessments take place once per half term. Feedback from these assessments is analysed at both pupil and cohort level to identify gaps in knowledge, misconceptions, and areas of secure understanding. This diagnostic information is then used to inform targeted reteaching, refine curriculum sequencing where necessary, and guide future instructional decisions, ensuring that teaching is responsive and focused on securing learning for all pupils. Dedicated time within lessons will also be provided so that pupils are demonstrating their ability to make suitable corrections.

Impact

High-quality feedback supports:

- Faster identification and correction of misconceptions
- Increased pupil accuracy and confidence
- Greater independence during practice
- Improved retention of knowledge and skills over time
- More efficient use of lesson time for both teachers and pupils

Effective use of feedback within regular classroom practice supports pupil improvement and informs teaching by providing insight into learning needs, helping to ensure teaching remains responsive and effective.

We want all at SHS to believe in and maintain the values of our school:

