Marking for Improvement Policy

Date effective	May 2026
Review Cycle	2 Yearly
Review Date	May 2028
Date of Approval by Governors	May 2026
Committee approved by	Foxford Local Governing Body
Author	Leanne Rowe

Date	Notes

Rationale

To provide regular and relevant feedback to all students; ensuring there is consistency across Foxford in the feedback students receive to help them progress with their learning. Feedback should enable all students to improve their work and feel that their work is valued; recognising achievement and shaping future learning.

The purpose of the Marking for Improvement Policy

- To encourage and positively affect students' learning and progress
- To ensure consistency across each Faculty whilst allowing for in-faculty adaptations to suit subject needs
- To acknowledge achievement of individual students and help to motivate them
- To identify areas of concern and to allow students to review areas which need improvement
- To provide feedback to the teacher which can inform future planning by identifying aspects of the course which require individual, small group or whole class attention

STAR Marking

Teaching staff will use the acronym STAR to provide feedback, where feedback will identify strengths and targets and provide a follow up action prompting a student response. Feedback will be provided on a variety of assessment pieces, both formative and summative and will be adapted to the needs of each individual subject as per the assessment handbook. The overarching principles of STAR will be applied across the school, while each subject area will adapt the principles to meet their needs.
The frequency of STAR feedback will vary between subjects. Students will receive with a minimum of one STAR per half term from subjects taught one lesson per week, and a minimum of two from subjects taught two or more lessons per week. Feedback for classes which are shared will be divided between teachers in this frequency.

Strengths: Teachers will identify strengths in learning from the assessment piece.
Target: Teachers will identify targets that are specific to learning and will embed or deepen understanding.
Action: Students will be set individual actions in response to the targets set. This will be in the form of a question or questions for them to attempt
Response: The student responds to the action.

For Key Stage 4 assessments, a GCSE grade may also be given alongside assessment STAR feedback where necessary. Faculty and Subject Leaders will ensure moderation of summative marking takes place to ensure consistency

CPDL (Continuing Professional Development and Learning) will be delivered where needed to ensure the principles of assessment and feedback through STAR are understood and applied.

Teaching staff will ensure that the assessment points nominated in curriculum maps are used and that the assessment, method of delivery and feedback is consistent across the faculty. Faculty or Subject Leaders will ensure moderation of summative marking takes place to ensure consistency of approach.

Between STAR marking episodes, learning should be assessed in varied ways, including by the teacher or through peer or self-assessment.

These are the overarching principles of STAR marking and it is for each faculty area to adapt the principle to meet their needs. This might be through the use of checklists, proformas or handwritten feedback which is pertinent and relevant to the subject being taught. Whole Class Feedback sheets which also follow the STAR marking policy are a possible method of meeting the STAR principle.

Literacy Marking

In addition to STAR feedback, literacy marking should take place on a dedicated paragraph twice per half terms. Live literacy marking should also take place within all lessons, when relevant, to give prompt feedback to students which ensures literacy progression.

Literacy Marking Card

Margin Symbol	Meaning
Sp	The circled word is incorrectly spelt
P	The circled punctuation is incorrect or missing
C	The circled letter has an incorrect or missing capital
NP	A new paragraph should begin here //