



ST JOHN'S COLLEGE
Cardiff

Marking and Feedback Policy

St John's College, Cardiff

MARKING AND FEEDBACK POLICY

This policy applies to the following section/s of the School:

Sixth Form and Senior School.

Version: September 2025

Rationale

The aim of this policy is to ensure that all Senior School departments and all pupils have experience of effective marking, which not only has consistency within individual subjects, but also is cohesive in approach across the school. The policy sets out to provide a framework for departments, which ensures that pupils understand the marking criteria applied to their work, what the marks mean and how they can act on teacher feedback in order to improve and achieve their full potential.

[N&I Marking Policy 2024-25 READY.docx](#)

[Junior Marking Policy 2024-25.pdf](#)

The purposes of marking:

We recognise that marking is central to effective teaching:

- The most useful marking provides pupils with immediate feedback.
- Marking provides feedback on what they have achieved and how they can improve.
- It provides teachers with information on how well pupils are learning, and can be used to inform future planning.
- Marking provides feedback on which assessments (ASPIRE Assessments, GCSE and A level grades) can be based.
- Marking should provide information to parents on how their child is progressing.

The purposes of feedback:

Detailed feedback is key to effective learning:

- Feedback guides the pupils through the next steps of their learning.
- Feedback values the pupil's work and the effort they put into it.
- It clarifies misunderstandings.
- It closes the gap between where the pupil is and where the teacher wants them to be.

What should be marked?

Not all written work calls for extended commentary. Pupils should understand that some work will be marked cursorily by the teacher whilst other pieces will be marked with commentary. However, all pupil work should show evidence of either being teacher marked or pupil marked (see self and peer assessment).

The following work must be marked by teacher or pupils as appropriate:

- Homework
- Class-work, as appropriate including work completed online
- Examinations, ASPIRE tasks and class tests

Coursework drafts will not necessarily be marked, but feedback, both verbal and written, will be given, where appropriate and in line with examination board guidelines.

Work, other than assessments, completed in **PSE** lessons does not fall under this policy due to the personalised nature of work produced in this subject.

How often should marking take place?

- Books / booklets must be marked and monitored by the teacher at least once per fortnightly cycle. There will be reasonable exceptions to this, as approved by Head of Department.

How should WIN be used when Marking?

To ensure a consistent approach the following format should be used for ASPIRE work or other work with significant pupil input:

W	a comment on what went WELL
I	a comment on what needs to be IMPROVED
N	a comment that refers to the pupil's NEXT STEPS.

Whilst the WIN format must be adhered to, professional judgement should be used to determine the most appropriate way to provide this feedback to support pupil progress in a particular piece of work.

How Will Marks be Written?

Marks must be recorded, when necessary. Assessment grades (ASPIRE and other internal assessments) must be recorded, as well as some pieces of homework. Subject tracking sheets must be accessible in the Department Drive and kept up to date.

Departments must agree on how marks will be written in their subject (e.g. percentages or grades; please see Appendix 3). All assessed work should be given a grade in line with the ASPIRE Grade system (1-5 at Key Stage 3 and A*- G or 9-1 at GCSE and A Level).

Pupils should be aware of how marks will be recorded and the criteria as appropriate; a copy could be given to pupils to put into their exercise books or files.

What Form Must Marking Take?

- ***Spelling mistakes (subject specific words), and faulty common punctuation*** should be corrected in line with the Marking for Literacy policy (Appendix 1).
- Correct errors. However, there may be a case for not correcting every error; where for example to do so might discourage a pupil. Important and significant errors should be corrected or identified.
- Comment on the presentation of the work, if appropriate, and in line with the Guidelines for the Presentation of Work policy (Appendix 2).
- Be staged in cases of practical and project work, which should have regular marking, even if the whole project may extend for a lengthy period of time.

How Must Feedback be Provided?

- Be linked to the learning objectives of the piece of work.
- Have a positive tone and be personal for the pupil.
- Avoid the use of bland statements like average, or good work when not tied to additional information or commentary

- Provide information on what has been achieved and make clear the next steps for learning.
- Be clearly legible and in a contrasting colour other than purple e.g. in green or red ink.
- Be succinct in the use of words but clear in meaning and accessible to the pupil.

What is the role of Self and Peer Marking?

Self and Peer Marking encourages students to take ownership of their work and build resilience in their learning. Marking must:

- Involve pupils where appropriate. They will use purple pens to correct/edit their own work, learn from their mistakes and discuss work with the teacher.
- Use self or peer marking where pupils require immediate feedback to know if they have mastered a skill or concept without the need to wait for the teacher to mark their book.

However, assessments and some homework and classwork must be marked by the teacher.

How Should Feedback be Provided for Online Work?

Unless work has been set for all pupils as an online task, pupils should only use devices in lessons if this is their normal way of working. In cases where subjects set work online or individual pupils use a tablet / laptop for written work as their normal way of working, a Google Classroom should be created for pupils to upload their work so that the class teacher can monitor their work.

How will the policy be monitored?

Heads of Department have a responsibility to ensure that the policy is implemented consistently within the department through quality assurance processes e.g. book scrutinies and lesson observation, etc.

The Director of Academic Studies and Senior Leadership Team will have responsibility to ensure that across departments the Senior School Marking and Feedback policy will be implemented. This will be monitored through, but not limited to, book scrutinies, lesson observation and informal discussions with pupils and teachers.

Appendix 1 - Marking for Literacy Policy

1. There is a **collective responsibility** to assist pupils to become accurate in their spelling of words recognised as being of importance to the clear communication of knowledge in any particular subject area.
2. Strategies such as the use of **key word lists** and **word walls** constitute an important part of the efforts which departments make to teach and support accuracy of spelling across the spectrum. Such lists might be **used for displays in classrooms** or found on **sheets fixed to pupil exercise books or files**.
3. **Individual errors in spelling, punctuation and grammar should be identified as follows:**

Sp	spelling error (correct vital words once) <i>if a pupil has misspelt a key word, the teacher must correct the spelling and encourage the pupil to re-write the word correctly, to practise.</i>
P	punctuation error
G	grammar error e.g. subject:verb agreement
//	new paragraph needed
?	meaning unclear
^	something missing here
✓✓	excellent point or use of language

The SPAG policy does not apply to PSE.

4. **Teacher judgement should always be used** to qualify actions taken on the basis of knowledge of a pupil's ability and current targets **to help ensure progress and maintain motivation.**

Appendix 2 - Guidelines for the Presentation of Work Policy

Exercise Books

All pupils receive free exercise books. Departments keep a stock of books, which they give to pupils as and when appropriate.

New exercise books should only be given to pupils who:

- are new to the school;
- have completed an exercise book.

Departments are to decide whether pupils should work from exercise books, booklets or from files. The Presentation of Work Policy applies to all pupil work.

Guidelines for the presentation of work:

- Books, booklets and files **must** be kept free of graffiti;
- Name, subject, teacher and group must be written on the cover of the book, booklet or file;
- Each piece of work must be dated;
- Headings must be written clearly and underlined. Use the Ⓢ symbol to indicate headings that need to be underlined;
- pupils must write in a colour which is easy to read, either blue or black (gel pens should be used to highlight work etc., rather than for the main body of the text);
- Peer or self-assessed work must be marked with a purple pen;
- Pupils must identify work undertaken as homework;
- Pupils must follow rules set out by departments for drawing diagrams and graphs;
- Pupils must cross out mistakes clearly with one line. **Tippex must not be used**, although correction tape and eraser pens are acceptable;
(Pupils taking Public Examinations should be aware that Tippex and other correction products are **not allowed** in any circumstance);
- Work which is word-processed must be named on each sheet;
- Loose sheets must be stuck in to books, in date/chronological order.

Heads of Department are responsible for:

- Ensuring that rules for the presentation of work are published in all Departmental Areas;
- Ensuring that the list of subject specific requirements for presentation of work is communicated to pupils and may be stuck into their exercise books.

All teachers are responsible for ensuring that pupils follow guidelines for the presentation of their work and that remedial comments on presentation are included in marking.

Monitoring arrangements

The Presentation of Work Policy is monitored by Heads of Department, the Director of Academic Studies and the Senior Leadership Team, through routine sampling of pupils' work using our quality assurance processes.

Appendix 3 - Departmental specific criteria.

Art

On occasions, work will not be dated nor have a heading because it needs to be presented as a piece of Art work. Where research is being carried out, all work will be titled with a theme or an artist.

In R14 and above, feedback will only be given on separate sheets. As per the examination board guidelines, the department is not permitted to mark directly on work, as this contributes to a pupil's portfolio. As such, it is difficult to correct spelling mistakes directly. Work will be graded in line with the ASPIRE system.

Biology.

In R14 and R15, the English board grading system is used (9-1), since pupils are following the AQA Biology specification. R14 and R15 classwork booklets will mainly be peer or self-marked to provide immediate feedback, whereas homework booklets will be teacher marked. Students are expected to record mark and their own targets for any google quizzes set for homework in their homework booklets. In R16, the Welsh board grading system is used (A*-G), since pupils are following the WJEC Biology specification. At A Level, all pupils are given a practical/lab book. Despite guidance from the WJEC that practical booklets should not be marked, the department mark and provide feedback, as necessary.

On all assessments, pupils are provided with their percentage and, when grade boundaries are decided, the pupil adds their grade to the front of the paper. On the front of assessments staff will circle questions to identify areas the pupil needs to focus and pupils have space to identify how they will target this area in future. All members of the department have stamps to mark work. Any missing work is identified on the front of the booklet. For pupils in KS3, the CGP textbooks are used and these included 10 minute tests. These are marked by the class teacher.

Business

For all pupils, work is graded with a percentage and a grade. For R14 and R15 pupils, the grade will be 9-1, but for pupils in R16, the grade will be A*-U.

For paper-based assessments in R14 to R16, the feedback for some assessments will be given in pupils' booklet so that they can action any feedback (N of WIN).

Chemistry

For KS3 pupils, work is completed in booklets. Recorded marking takes the form of two ASPIRE grades; one is a formal assessment whilst the other is an in-class test or other form of assessment. For GCSE pupils, marks are given in the form of a percentage and a grade in line with the ASPIRE system (for R14 and R15 pupils, this uses the 9-1 grading system and A*-U for R16). Marking will be seen in the Activity work booklet. For A-level students, marks are given in the form of a percentage and a grade in line with the ASPIRE system.

Computing

In Key Stage 3, pupils will receive a grade in line with the ASPIRE system. The only graded work that is completed in the subject is assessments / tests.

In Key Stage 4, pupils will receive a grade in line with the English board grading system (9-1). All pupils at GCSE have a folder containing: exercise book and a knowledge capture book for each block. This is where marking will be seen. Any online work is given instant verbal feedback.

DT

For pupils in R12 and R13, pupils' work is graded in line with the ASPIRE system (1-5).

For pupils in R14 and R15, they are given a tracker sheet at the front of their books where teachers record any feedback given. Work is graded using the WJEC grading system (A*-G).

For pupils in R16 to U6, their work is graded using the WJEC grading system (A*-G). GCSE and A Level NEA is an ongoing project that is completed over nine months of the year. Pupils have tutorial booklets where feedback is given to individual pupils. NEA work will have no grades/feedback on pages, it will not be dated nor have headings as per specification guidelines. All NEA feedback is recorded in the pupil tutorial booklets.

GCSE and A Level theory work will be graded using the WJEC grading system (A* - G).

Economics

Key Stage 5 pupils who take Economics are given a percentage and a grade in line with the ASPIRE system.

English

Teachers cannot give feedback on NEA drafts at GCSE, as per specification guidelines. However, general comments and advice, both verbal and written, can be offered. Not all preparatory work requires a grade (NEA / plan for a story / plan for a paired discussion / etc.). In such cases, the WIN system will be used, when appropriate. Percentages are given on pieces of work that are grammar tests and formal assessments. Raw marks may be given for some tasks such as comprehension. Writing mark schemes are used at Key Stage 3. For Key Stage 4 and 5, the examination board criteria are used.

French

In KS3 learners will receive percentage grades alongside ASPIRE levels as per the school policy. These will be part of WIN assessment sheets. Questions are broken down into available marks and given marks in a grid.

For R14 and above the same process will be followed, with percentage grades and ASPIRE – homework marked in the same way. Again, a breakdown of questions and available marks will be added.

In R15 and R16, mark schemes are applied based on the specification's success criteria, which are made available to pupils for extended writing tasks. This applies to both homework and

ASPIRE assessment tests. Feedback is provided for each question in the writing tasks to ensure that students understand their progress and areas for improvement, and this is recorded on the WIN sheet.

For mock examinations related to speaking (Unit 1), listening (Unit 2), reading (Unit 3), and writing (Unit 4), the department also marks based on the exam board's success criteria. The success criteria and mark schemes given to pupils are only the ones related to speaking (unit1) and writing (unit 4)

For pupils in the Sixth Form, grades, percentages and details of the question are given, applied as per objectives set by the examination board. Feedback will be given per question, linking back to the marks awarded.

Geography

Teachers cannot give feedback beyond general guidance on the NEA fieldwork portfolio completed end of R15 and start of R16 for the current R16 cohort, as per WJEC specification guidelines.

Assessed work will be graded using the ASPIRE grading system and/ or percentages (for class tests). For R14 and R15 pupils, the grade will be 9-1, but for pupils in R16 the grade will be A*-U. Raw marks will be used on occasion where marking relates to banded descriptors, for example, standard tariff questions and A Level essays. Some classwork and homework tasks are completed online and students will either be provided with feedback via the Google Classroom or a feedback sheet to go in their books.

History

In R12 and above, pupils' marked work is underlined to show where they meet the criteria – the more red underlining, the better!

For KS3, pupils' work is graded 1-5 in line with the ASPIRE system. WIN will be used for assessment.

For pupils in R14 and above, pupil notes and classwork is evident in exercise books; however, only examination style question sheets are marked according to WJEC criteria. All work is marked using a band and a mark using the WJEC criteria. If pupils complete a whole past paper, they are given a percentage and a grade, based upon the previous year's results.

For KS5, pupils are given an AI percentage checker. If the percentage checker indicates above 25%, pupils are required to resubmit the work. All Source based questions, interpretation questions and essays will be marked according to the relevant WJEC criteria

Latin

Pupils in R14 and above are given a grade (9-1 in line with the English examination board) and a raw score mark/ percentage on assessments and comprehension work. Essays are also graded using the 9-1 system. For translation work, pupils are sometimes given a grade, since a percentage is less appropriate. For pupils in R12 and R13, vocabulary tests are given a raw

mark. Any work completed on plays or posters, for example, is given a grade in line with the ASPIRE system.

Mathematics

Teachers will highlight relevant targets for improvement on pupil learning journeys to inform pupils of where they need to focus their efforts to make the best improvements for the future. If a pupil makes an error in their work, the classroom teacher will highlight the error to indicate that the pupil should have another go at the question. In the event of an error which occurs regularly throughout pupil work, the teacher will highlight this error in lesson time and outline how to avoid the error in future work.

Homework set via Sparx Maths will be monitored by the classroom teacher throughout the year and any other homework set will be either marked by the classroom teacher or it will be self/peer marked by the pupils. One additional piece of homework should be set by the classroom teacher per week to compliment the Sparx Maths homework set that week.

Classroom teachers will check the quality and presentation of notes/examples but there is not an expectation to mark this explicitly, unless there is a concern about presentation/quality of work. Simple marking codes may be seen in the book to indicate that the pupil has something to rectify, e.g.

G - Glue in loose sheets

R - Use a ruler

Classroom teachers will produce written feedback in a pupil book where it is necessary, e.g., the pupil has gotten a whole exercise wrong and needs guidance. Otherwise, teacher feedback will be found on Learning Journeys in the form of highlighted statements or additional comments. A majority of classwork will be self assessed by pupils and this self assessment will be monitored by the classroom teacher. In the event that a pupil is failing to self assess their own work, the teacher will monitor that this is done in the future. As per the whole school marking policy, any work which is self assessed will be marked by the pupils in purple pen. Feedback on Learning Journeys will be provided at the end of a unit of work with regular verbal feedback provided in the interim. No unit of work is longer than 2 weeks long. Books must be seen, as a minimum, at least once every 4 - 6 sessions.

Assessments in KS3 are graded in line with the ASPIRE system (1-5) as well as being given a percentage. Grade boundaries are set on a test by test basis. Assessments in KS4 are graded in line with the WJEC grade boundaries (A*-G), as well as being a percentage. Grade boundaries are set on a test by test basis. Assessments in KS5 are graded in line with the WJEC grade boundaries (A*-E), as well as being a percentage. Grade boundaries are set on a test by test basis.

Music

KS3

Performing

Midpoint feedback is video recorded using SeeSaw platform. Pupils are given individual codes so they can then access their individual teacher feedback using chrome books or their

own devices. Final performance is recorded and given an ASPIRE grade and self evaluation uses WIN..

Composing

Midpoint feedback is added as a comment on MusicFirst 'Noteflight' software (stjohnscollegecardiff.musicfirstclassroom.co.uk). Pupils can access this feedback easily using chrome books or their own devices. Final composition is submitted on Noteflight and given an ASPIRE grade and self evaluation uses WIN.

Appraising

Each topic booklet is mostly self-assessed in lessons and teacher marked as per school policy.

R14

Performing

Solo performances are recorded every term and then marked using the WJEC criteria. This mark is then converted into an ASPIRE grade with a target for improvement.

Composing

Each task is given a Teacher feedback comment on MusicFirst 'Noteflight' software (stjohnscollegecardiff.musicfirstclassroom.co.uk) based on the learning objectives.

Appraising

Each topic booklet is mostly self-assessed in lessons and teacher marked as per school policy. A mark is given for each question and pupils will receive a percentage mark for each topic booklet, which will be tracked on a central department document.

GCSE

Performing

Final NEA Solo and Ensemble performances are recorded throughout the academic year using the WJEC criteria. Feedback is given as per the WJEC guidelines.

Composing

NEA Brief and Free composition is monitored and given feedback throughout the academic year as per the WJEC guidelines. The department is not permitted to mark/make corrections directly on their work.

Appraising

Each Area of Study booklet is mostly self-assessed in lessons and teacher marked as per school policy. A mark is given for each question and pupils will receive a percentage mark for each topic booklet.

L6/U6

Performing

Mock NEA Performances are monitored and given 'working at' grades at various points throughout the academic year using the WJEC criteria. Feedback is given as per the WJEC guidelines. Final performance exam marked by visiting WJEC examiner.

Composing

NEA Brief and Free compositions are monitored and given feedback throughout the academic year as per the WJEC guidelines. Compositions are given 'working at' grades at various points throughout the year using the WJEC criteria. Final compositions marked by external examiner.

Appraising

Each Area of Study booklet is mostly self-assessed in lessons and teacher marked as per school policy. Pupils will use a purple pen on their learning journeys to assess their skills and progress. A mark is given for past paper style questions, which will be tracked on a central department document.

PE

KS3

Pupils are assessed each term via our 'Head, Heart and Hands' assessment model. This contributes to their termly progress ASPIRE grade (1-5). They receive verbal feedback in lessons via the WIN feedback strategy.

GCSE and A Level pupils

After each section of work, teachers will fill in marking slips in the booklets based on the WIN acronym. The pupils are also assessed after each unit of work and graded via a raw mark, percentage, WJEC grading system (A*-U) and also the WIN acronym. After pupils sit examinations, to ensure fair marking, teachers mark half of the other class in their relevant year group. Pupils regularly assess examination style answers of their peers, past pupils, WJEC examples using the WJEC criteria and suggest areas for improvement following WIN.

Physics

In Key Stage 3, 4 and 5, assessments will be marked using percentages. Grades are given to pupils at a later date, when boundaries have been finalised and pupils add these to their marked work.

For KS3 pupils, work is completed in booklets. Recorded marking takes the form of two assessments per topic; one is an interim assessment whilst the other is an end of topic test.

In R14 and R15, the 9-1 grading system will be used to grade work. All work is completed in booklets which have been created to deliver the new AQA specification.

In R16, the A*-G grading system will be used. Teachers have the autonomy to decide whether to use booklets or exercise books to deliver the WJEC course.

In the Sixth form the A*-G grading system will be used. All work is completed in booklets.

Booklets and notes will mainly be self or peer assessed during lessons. Teachers will mark homework, end of topic tests/interim assessments and provide feedback on these. WIN feedback is provided on end of topic tests and interim assessments in KS3 and on end of topic tests and mock examinations in KS4 and 5.

Teachers will take in booklets/exercise books for R12-R16 classes once every two weeks to monitor and / or mark as appropriate for quality/completion of work.

Religious Studies

In R14 and R15, pupils are given a grade in line with the English board grading (9-1) for ASPIRE assessments and some homework pieces. For pupils in R16, they will be given a grade in line with the WJEC grading system (A*-G). Pupils in R12 and R13 are given an ASPIRE grade (1-5).

Spanish

All pupils will get a numerical grade and a percentage on key homework tasks (which tend to be extended writing responses). Number and letter grades (dependent on the year group and examination board) are given on ASPIRE tasks at Key Stage 3 and Key Stage 4, as well as a formative 'WIN' comment for improvement on key homework and class work, as predetermined by the department.

For pupils in the Sixth Form, grades, percentages and feedback is given as per objectives set by the examination board, as well as a formative 'WIN' comment for improvement when deemed appropriate and meaningful by the department, for example, in response to end of unit written tasks or critical analysis essays. Feedback will be given per question or response, linking back to the marks awarded.

[Marking codes](#) are used for all pupils studying Spanish. Pupils should endeavour to correct the mistakes highlighted through the use of the marking codes. in purple pen. Peer assessment is evident in pupil books through the use of green pen.

[Extended Writing Mark schemes](#) are used for extended written work in Key Stage 3 to give pupils clear success criteria when completing tasks. Examination mark schemes are used at Key Stage 4 and 5 in response to written and spoken tasks, as appropriate.

Teachers follow the whole-school 'Marking for Literacy' policy, but we will substitute 'G' for 'VC' to specify a verb conjugation error.

Teachers use a mix of target language and English when providing written feedback on homework and assessed work, commensurate with pupil ability.

Welsh

In KS3, pupils' work is marked and graded 1-5, along with a raw mark following various success criteria, in line with the ASPIRE system. The 'WIN' marking strategy is applied to formal assessments and extended pieces of writing, where applicable.

In KS4 and KS5, pupil notes and smaller tasks are marked and acknowledged by the teacher accordingly, whilst formal assessments, including examination-style questions and extended pieces of writing are marked and graded A*-G, along with a raw mark (and in some instances percentages), in line with the WJEC success criteria and banding requirements. The 'WIN' marking strategy is also applied to such tasks. For GCSE pupils, extended writing

answers will be given a mark out of 10, 20 or 25. They will have a breakdown of the total mark, which will be represented by:

C = Cynnwys (Content) + M = Mynegiant (Expression).

It should be noted that 50% of the GCSE course, and 40% of the A Level course is assessed orally, and for such tasks (primarily, but not limited to past examination questions), pupils' work is self and peer-assessed orally, along with oral feedback given to the pupils using the 'WIN' format by the teacher. Each pupil is given a personalised target after such a task, in order to focus their efforts, and is encouraged to work on their set target ahead of the next speaking task.

Teachers use the target language when marking pupils' work, but with more detailed feedback noted in English, to ensure full understanding of the pupils. Pupils are given a 'laith Marcio/Marking Language' glossary at the start of each academic year, and this is glued into their exercise books.

Teachers follow the whole-school 'Marking for Literacy' policy, but on occasion, we will substitute 'G' for 'M' to specify an error with the use of mutations (a particular area of Welsh grammar).