



THE
ADEYFIELD ACADEMY

Longlands, Hemel Hempstead, Hertfordshire HP2 4DE

t: 01442 406020

e: admin@adeyfield.aetrust.uk

[The Adeyfield Academy Website](#)

Marketing, Feedback & Assessment Policy

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Co-ordinator: Mrs W Mander

Signed by..... Dawn Mason (Headteacher)

Signed by..... Kim Bristow (Chair of Governors)

Purpose

The purpose of this marking and feedback policy is to ensure that all feedback across the school is consistent, clear, and focused on supporting student progress. Feedback should be purposeful, manageable, and accessible, fostering a culture where students understand how to improve and take responsibility for their learning. Marking practices must prioritise student outcomes, avoid unnecessary workload, and align with whole-school expectations.

1. Aims

The Academy aims to ensure that:

This policy aims to:

- Ensure feedback—whether live, written, verbal or self/peer, supports students in addressing misconceptions, improving presentation and engaging with success criteria and mark schemes.
- Promote the three principles of effective marking:
- Meaningful: approaches vary by subject, age, and task, and teachers use professional judgement to inform planning and teaching.
- Manageable: marking is proportionate, time-efficient, and sustainable for staff.
- Motivating: feedback encourages students to improve, using the most effective method for the task, not necessarily lengthy written comments.
- Encourage a balanced use of formative and summative assessment across all subjects.
- Provide clarity on the three categories of marking used in the school: Self/Peer, Live, and Deep marking, with departments offering subject-specific examples.
- Empower teachers to use their professional discretion to determine the most appropriate feedback approach for their students.
- Ensure the policy remains responsive and sustainable through an annual review, discontinuing practices that are not meaningful, manageable, or motivating, and assessing any changes for workload impact.

2. Types of Marking

Self and peer marking enable students to take ownership of their learning and develop assessment literacy. Self and peer marking is regular but flexible.

- Teachers mark in green pen and students use red pen to mark their own work or a peer's work
- Students are explicitly trained to self- and peer-assess using a range of structured approaches, such as whole-class feedback, success criteria and mark schemes.
- Self/peer marking is a consistent feature of lessons. It is used regularly enough to support progress but not necessarily on every piece of work; frequency may vary by subject and teacher judgement.
- This approach helps students identify strengths, address errors and understand how to improve.

3. Live Marking

Ongoing live marking provides immediate, targeted feedback during lessons to address misconceptions and guide improvement in real time.

- Live marking varies depending on the lesson context, task, and student needs, but is incorporated throughout deliberate practice to maximise impact.
- Teachers use professional judgement to monitor the quantity and quality of work, ensuring it meets lesson expectations.
- Misconceptions are identified and addressed promptly through verbal feedback, written prompts, or whole-class feedback.

4. Deep Marking

Deep marking provides students with clear, actionable feedback that supports meaningful improvement, used strategically for key pieces of work

- Students should understand precisely how to improve based on the feedback given.
- There is dedicated time in lessons to allow students to respond to feedback. Students complete an independent task and then elevate their work using red pen, guided by whole-class feedback, individual comments, success criteria, mark schemes, peer feedback, or other appropriate methods.
- Teachers use their professional judgement to decide which pieces of work require deep marking and which approach will best support progress.

5. Presentation

The use of the 'Does my book look SMART' acronym supports students in maintaining high standards of presentation and taking pride in their work. Students should regularly check their books against the criteria below.

6. SMART Marking Code

S – Straight Lines - Titles and key headings are underlined neatly using a ruler. There is a neat margin and has been used to reference question numbers/tasks where applicable.

M – Meaningful Title - Each piece of work has a clear, centred title that reflects the learning.

A – Accurate Date - The date is written correctly at the top right of the page.

R – Responding to Feedback - Improvements and corrections are made in red pen following self, peer, or teacher feedback.

T – Tidy and Complete Work - Work is well-presented and organised. Work is free from graffiti and completed with consistent effort. There is good use of available space in the exercise book.

7. SPAG Codes (Spelling, Punctuation and Grammar)

SPAG codes are used across the school to provide clear, consistent and efficient feedback on written accuracy. They help students identify specific errors and understand how to correct them without requiring lengthy written comments from teachers.

Purpose of SPAG Codes

- To improve accuracy and clarity in student writing.
- To promote independence by enabling students to identify and correct their own errors.
- To ensure consistency in feedback across subjects and key stages.
- To reduce unnecessary workload by providing concise, actionable feedback.

Teachers apply SPAG codes during **live marking**, **deep marking** or when reviewing extended written work. Students are expected to respond to these codes in red pen during DIRT or when directed by their teacher.

8. SPAG Code System

Sp – Spelling error - Students should correct the misspelt word and write it accurately three times.

P – Punctuation error - A missing or incorrect punctuation mark needs to be added or corrected.

G – Grammar error - The sentence needs rewriting to ensure correct grammar or syntax.

C – Capital letter needed - A capital letter is missing or incorrectly used (e.g., names, places, sentence starts).

// – New paragraph needed - A paragraph break is required to improve structure or clarity.

? – Meaning unclear - The sentence or idea is confusing and needs rewriting for clarity.

9. Student Response to Feedback

Response to Feedback Time is planned time within lessons for students to reflect on feedback and improve their work. During this time, students use a red pen to respond to teacher comments, correct errors and make meaningful improvements. These improvements should be directly linked to the success criteria, learning objectives, or SPAG codes identified by the teacher.

Teachers check that students have acted on the guidance provided and that improvements are purposeful, accurate and contribute to better understanding and higher-quality work.

10. Roles and Responsibilities

Teachers

- Apply the policy consistently.
- Use professional judgement to select effective feedback methods.
- Ensure students respond to feedback and complete tasks.
- Maintain high expectations for presentation and accuracy.

Students

- Engage with feedback and make improvements in red pen.
- Maintain presentation standards, including SMART and SPAG expectations.
- Complete work to the best of their ability.

Middle Leaders

- Ensure departmental consistency.
- Provide subject-specific guidance and examples.
- Monitor the impact of feedback on progress.

Senior Leaders

- Quality-assure marking practices through book looks, learning walks, departmental reviews and student voice. The focus is on consistency, impact and sustainability.
- Ensure the policy supports staff workload and wellbeing.
- Review the policy annually.