



Policy Title:	TEACHING, FEEDBACK AND ASSESSMENT	
Author:	Director of Teaching and Learning	Checked by: The Head
Date of most recent review:	September 2026	
Date of next review:	September 2027	

Aims:

- To establish a consistent and proportionate approach to the way in which pupils receive feedback.
- To ensure feedback and assessment enable pupils to reflect effectively, improve and make progress so that they can reach their full potential.
- To promote a 'Growth Mindset' culture through teachers' use of language when providing feedback.
- To encourage pupils to set goals, and monitor and evaluate their own development.
- To encourage effort and for pupils to take responsibility for the quality of their work.

Rationale:

- Ensure appropriate consistency in feedback and assessment across the School.
- Encourage a growth mindset (encourage challenge and effort).
- Encourage and promote intrinsic motivation in students.
- Assess the quality and impact of feedback and ensure that it supports progress.
- Involve pupils appropriately in reflection, self-assessment and response to feedback.
- Encourage and evidence stretch and challenge.

Regular (formative) marking of class and homework in years 7-11

1.1 Heads of Department (HODs) ensure that pupils receive regular, purposeful and proportionate feedback which supports progress. Feedback may be written, verbal, whole class, digital or provided through appropriately designed self- and peer-assessment. Teachers use Merits and commendations to recognise effort, achievement and high standards. These are recorded on iSAMS.

1.2 Feedback should recognise achievement, identify misconceptions or areas for improvement and, where appropriate, give pupils a clear next step. Pupils should have meaningful opportunities to act upon feedback. Where a teacher identifies a previously unrecognised learning difficulty, they will consult Learning Development and follow the School's concern and referral procedures.

1.3 Work that has not been completed to a satisfactory standard should be identified and where appropriate be done again. Debits can be used at teachers' discretion for incomplete work or for prep that has not been completed.

1.4 Individual staff are required to maintain appropriate records of assessment and/or progress. These may be electronic or paper-based. Homework is set via Google Classroom, which may also be used to collect work and provide feedback.

1.5 Teachers monitor pupils' work to address misconceptions, inform future planning, assess progress and provide guidance on improvement. Not all learning activities require detailed written marking; teachers use professional judgement to select the form of feedback most likely to improve learning.

1.6 HODs regularly review appropriate samples of pupils' work, assessment evidence and digital learning within their departments in order to evaluate the quality and impact of feedback. Any significant concerns are reported to the Director of Teaching and Learning. Senior leaders undertake proportionate quality assurance as part of the School's teaching and learning review cycle.

1.7 HODs ensure they have appropriate access to departmental Google Classroom classes and other relevant evidence so that they can monitor feedback, assessment and pupil progress within their department.

Correcting spelling, punctuation and grammar (SPAG)

2.1 Where formal writing is taking place the following common marking symbols should be used in the margin to indicate the error which may also be underlined or circled (especially in essays/extended writing in English). When using Google Classroom errors can be highlighted and teacher advice provided.

- Pn: punctuation errors/omissions
- Sp: Incorrect spelling
- Cp: Capital letter missing. Circled
- //: New paragraph should begin
- ~~~~: grammar inconsistencies
- ? - Meaning unclear

2.2 Correcting every mistake can be demoralising. Therefore, a limited number of key (e.g. high frequency) words should be identified for correction by being underlined and written out either in the margin, or at the end of the piece of work by the teacher.

- For strong spellers, writing 'Sp' in the margin and underlining the offending word challenges the pupil to find the correct spelling in a dictionary and write it in the margin.
- Less confident spellers will require a little more support: indicating the incorrect part of the word or writing the first few letters of the correct version in the margin.
- Very weak spellers may need the correct word to be written in its entirety in the margin so that they can

copy out and practise spelling the word.

2.3 Departments are encouraged to make small adaptations to the marking code to allow for their own approaches to best practice in the context of their age phases or subjects. This information should be outlined in the Department Handbook. Departments can decide on what colour of pen they consider best for marking.

Attitude to Learning Grades:

3.1 Attitude to Learning (ATL) grades are awarded by teachers according to the Academic Schedule produced by the Director of Teaching and Learning. These are recorded on iSAMS and made available to parents through the Parent Portal.

3.2 The philosophy behind ATL Grades is rooted in the School's Growth Mindset ethos. ATL is reported separately from academic attainment so that pupils and parents can distinguish learning behaviours from academic outcomes. We seek a 'personal best' approach from each pupil and believe that positive learning habits support pupils in achieving their potential.

3.3 In the Senior School, ATL considers Conduct in Class, Organisation, Effort in Class and Effort with Homework. These provide an intuitive picture of the behaviours and habits that contribute to successful learning.

3.4 For pupils in Years 3-11 the Attitude to Learning (ATL) Grades use a 1-5 scale. More detailed guidance is provided to staff, parents and pupils in order to support consistent interpretation.

ATL Grade	1	2	3	4	5
Level	Excellent	Very good	Good	Below Expectation	Cause for Concern

3.5 In Years 7-11, Current Attainment reflects the GCSE grade range that a pupil is presently on track to achieve. It is informed by appropriate assessment evidence and teachers' professional judgement and is distinct from the result achieved in an individual test or examination.

3.6 From Year 7, CAT4 GCSE indicators provide a standardised reference point. Duke of Kent (DoK) Target Grades provide appropriately ambitious and responsive targets for pupils. Target Grades are reviewed over time and may be adjusted where sustained performance indicates that greater challenge is appropriate.

3.7 Reporting information is used to recognise achievement, identify underperformance and inform support or additional challenge. Attainment and ATL are formally reported to parents at designated points in the academic year. Written reports and examination outcomes are provided according to the annual reporting schedule.

3.8 Detailed procedures, timings and guidance for staff are set out separately in the Reporting 2026-27 Staff Guide and the annual Academic Schedule. The policy establishes the principles of reporting; operational guidance may be updated separately.

Tracking

4.1 The Data Coordinator, in the Senior School, and the Deputy Head of Prep & Pre-prep are responsible for the effective organisation of the School's assessment, tracking and recording systems.

4.2 The School uses standardised assessments, including CAT4, PTE, PTM and PTS where appropriate, alongside curriculum assessment and teacher judgement to provide a rounded picture of pupils' attainment and potential. This information helps teachers target support, provide appropriate challenges and make informed decisions about progress.

4.3 The School uses tracking information to identify patterns of progress, underperformance and exceptional performance. Assessment information is considered alongside prior performance, ATL and wider knowledge of the pupil; no single data point is used in isolation.

4.4 Standardised data is used to provide appropriate national benchmarks. Teachers and HODs review attainment alongside standardised information, prior performance and ATL to identify pupils or groups requiring support or additional challenge.

4.5 Where pupils are not making expected progress, appropriate intervention or support is identified. Where pupils are consistently exceeding expectations, additional challenges are considered. The impact of intervention and challenge is subsequently reviewed.

4.6 HODs are expected to know the progress of pupils within their subject, identify significant patterns or vulnerable groups and be able to explain what action has been taken and what impact it has had.

4.7 Assessment, tracking and reporting form a continuous cycle: evidence is used to identify need, inform teaching or intervention, and review subsequent impact.

Pupil reflection and response to feedback

5.1 Pupils should have regular opportunities to reflect on feedback, recognise strengths and identify how they can improve. The quality of pupils' response is more important than the use of a particular template.

5.2 Departments may use the School's Student Feedback Sheet or other appropriate approaches according to the nature of the subject and assessment. Self- and peer-assessment should be used where it adds educational value and pupils have sufficient guidance to make it accurate, constructive and respectful.

Use of AI tools and Large Language Models

6.1 Artificial intelligence may support teaching, feedback and assessment where its use is appropriate, secure and consistent with School guidance. AI must not replace teachers' professional judgement: the teacher remains responsible for any final assessment, grade or feedback communicated to a pupil. Staff should remain alert to inaccuracy, bias, confidentiality and data-protection considerations.

At Duke of Kent School, we recognize the benefits of AI language models, like ChatGPT, in enhancing teaching and learning. Our policy for using AI language models in marking assignments is as follows:

- **Disclosure:** Teachers will inform students if AI language models will be used in the marking process prior to assignment submission.
- **Supplemental Role:** AI language models support teachers in marking but the final evaluation and grading decision must remain with the teacher.
- **Criteria Consistency:** Grading criteria and rubrics will continue to be the primary basis for evaluating assignments. AI language models offer additional insights to ensure consistency and objectivity.

- **Fairness and Bias Mitigation:** Teachers will prevent bias by addressing any inherent biases in AI language models, ensuring fair evaluations for all students.
- **Teacher Discretion:** Teachers retain the autonomy to modify or disregard AI-generated feedback. The final grading decision is based on a holistic assessment.
- **Continuous Professional Development:** The Head of Digital Strategy will identify suitable ongoing training to enhance teacher's understanding of AI language models and their ethical implications.

At Duke of Kent School, we strive to balance technology and academic integrity. The aim of the School is to foster a fair and transparent learning environment, preparing students for the future while upholding high standards of education.

6.2 Pupils must follow School expectations regarding acceptable use and academic integrity. Where AI has been permitted as part of a task, pupils should acknowledge its use as directed and remain responsible for the accuracy, originality and quality of the work submitted. During formal examinations, pupils must comply with relevant examination regulations and School procedures. Detailed operational guidance on AI is maintained separately and reviewed as technology and regulation develop.

6.3 This part of the policy outlines expectations for students who utilise artificial intelligence (AI) in their work assignments or projects and provides guidelines for teachers when assessing their work. ChatGPT and other LLMs are currently not restricted on the School network, but this is under continuous review. During School exams restrictions are put in place by the Network Manager so that AI cannot be used by pupils.

- **AI Disclosure:** Students must clearly indicate the use of AI in their work, including the specific tool or technology employed. If work is submitted that is not the students own work and has been solely generated by AI then the student will receive a Debit or other suitable sanction. Students must ensure that the AI-generated content aligns with their own comprehension of the topic and maintain academic integrity by demonstrating originality and personal insights.
- **Critical Thinking and Understanding:** Students' work will be evaluated based on their ability to demonstrate critical thinking skills and a solid understanding of the subject matter, in addition to the AI-generated content.
- **Grading Criteria:** Teachers will employ clear and transparent grading criteria that consider both the quality of the work and the effective utilisation of AI. This includes the integration of AI-generated content with the students' own analysis and interpretation.
- **AI Education:** The Head of Digital Strategy will work with students and teachers to deepen their understanding of AI technologies, capabilities, limitations, and ethical considerations through educational activities, discussions, or lessons.

This policy will be regularly reviewed by the Director of Teaching and Learning, in conjunction with the Head of Digital Strategy and the Head, in order to align with advancements in AI technologies and educational practices, ensuring continued effectiveness in assessing AI-utilising student work.

PREP SCHOOL

First and foremost marking in books is for the benefit of the pupil and its success depends on the pupil understanding and responding to the marking. It should encourage and promote a pride in pupils' effort and achievement.

Rationale:

- To ensure there is consistency where necessary in the marking.
- Pupils in general are taught by more than one teacher and there is a need to make sure that pupils understand and respond to feedback successfully.
- To ensure excellent marking practices in the Prep School are more widely used to benefit both pupils and staff.
- All pupils, whatever their ability should have challenges and targets, work should be set at a level which enables even the most gifted to learn, improve and make mistakes on which to learn.
- In order for pupils to be able to take more responsibility for their learning.
- Following the introduction of 'Next Steps' and 'Attitude to Learning' grades (Sep 2014) clear, positive and consistent marking helps the pupil to focus on areas for development.
- To identify next learning goals.
- Good marking is an essential tool for planning, evaluating, assessing and target setting.

Teacher Marking/Feedback/Comments:

- At the start of a lesson the desired Learning Objective (LO) should be written in the exercise book, on the board or if more appropriate on the iPad and/or verbally at the point of discussion. This may include the LO for lessons which do not have a written component.
- When a pupil is absent from a lesson a teacher should indicate the absence in the exercise book, indicate the LO and any necessary catching up.
- Marking should take place as soon as possible after a piece of work is completed. One or two positive, constructive comments highlighting strengths and areas for development should be matched against the success criteria.
- The aim is for all pupils to be reflective learners; enough time must be given for pupils to respond to the comments.
- With younger pupils it is beneficial to mark work alongside the pupil.
- Feedback giving strengths and weaknesses should be clear and written under the piece of work.
- Teachers should mark and note positive comments in a green pen, and mark and note points for development or improvement in a pink pen ('green for good, pink for think'). This facilitates understanding of feedback by the pupils and provides continuity of the presentation of marking/feedback for those pupils who are taught by numerous teachers (eg, Year 6).
- When it is appropriate pupils may be asked to mark, comment or give feedback for their own work or that of their peers. This should be done in a purple pen or pencil, it is essential that this only takes place in a positive environment.

- When it is appropriate teachers should make reference to extension work that has been completed (by adding 'EXT' at the top of the extension work), and similarly work that has required extra support (by adding 'SUP'). Therefore, it is assumed that all other work is completed independently by the pupil.
- When marking, it may prove helpful, on occasions, for staff to make reference to the 'Next Steps', and comment on the Attitude to Learning.
- Work completed on pupil iPads and printed off should be marked in exercise books. Work submitted only in soft copy in Google Classroom should be marked on Google Classroom. Some pieces of work may be marked in more depth (with annotations on the work itself in green or pink) but all pieces of work in GC should receive feedback in the accompanying comment boxes alongside the work. Online feedback should be in line with all aforementioned expectations in books, e.g. positive praise given as well as areas for development highlighted or a follow-up question posed.

Self-Assessment/Evaluation:

Children should be encouraged to assess their own work and weekly, or at the end of a topic, should indicate in their book their understanding and self-assessed level of the work covered by marking:

- Red Dot ('I need more practice'; does not understand, work may need to be repeated)
- Yellow Dot ('I almost have it'; still unsure; work satisfactory)
- Green Dot ('I can teach it to someone'; work understood and level at a high standard).

PRE-PREP SCHOOL MARKING POLICY

Marking in books is for the benefit of the pupil and its success depends on their understanding of and reflection on the marking. It should encourage and promote pride in their effort and achievement.

The Marking Policy aims to:

- provide departmental consistency so pupils understand and respond to feedback successfully as they move up each year
- harness, develop and disseminate the excellent marking practices going on in Pre-prep which should be widely used to benefit both pupils and staff
- enable pupils to gain a deeper understanding of their learning
- help the pupils focus on areas for development, and identify next learning goals, in line with our school's growth mindset ethos
- inform planning, evaluation, assessment and individual target setting

Expectations of Teacher Marking/Feedback/Comments

1. At the start of a lesson the Learning Objective (LO) should be read out loud and discussed with any key words clearly defined. For most lessons, the LO should be stuck (or written) in their exercise book.
2. When a pupil is absent from a lesson, a teacher should indicate the absence in the exercise book, indicating the date and LO (it may be useful to stick in copies of sheets/resources).
3. Marking should take place as soon as practically possible during and/or after a piece of work is completed. Children are still very much developing their reading skills in KS1 and, as such, written comments are more likely to be unread / misread / misunderstood by the pupils at this age. Live marking should be done wherever possible to provide instant feedback for pupils. Pink marks should be made underneath or next to errors (eg absent capital letters, incorrect answers, words that should be spelt correctly for their age and

stage, etc). Relevant verbal feedback / instruction should also be provided at the time of the pink mark to strengthen the pupil's understanding of how to improve their work / clearly highlight to the pupil where they went wrong. The pupil should be encouraged to respond to the pink marks immediately, whilst their brains are still actively engaged in the lesson's learning and content.

4. It is beneficial to mark work alongside the pupil wherever possible.
5. Pupils' work should have strengths (green) and areas for development (pink) clearly highlighted. This may be in the form of ticks, circles, underlining or dots, so pupils can easily identify what they have done well, and where they can improve. It is preferable to use types of mark as consistently as possible.
6. Teachers should mark and note positive comments in a green pen, and mark and note points for development or improvement in pink pen ('green for good, pink for think'). This facilitates understanding of feedback by the pupils and provides continuity of the presentation of marking/feedback as pupils transition through Pre-prep and Prep.
7. When it is appropriate, teachers should make reference to extension work that has been completed (by adding 'EXT' at the top of the extension work), and similarly work that has required extra support (by adding 'SUP'). It is assumed that all other work is completed independently by the pupil (no need to write 'IND').
8. When marking, it may prove helpful, on occasions, for staff to make reference to a Next Step challenge ('NS Challenge' in books), which poses a challenge question to extend the pupil's learning further.
9. Work completed on pupil iPads and printed off should be marked in exercise books.

Self-Assessment/Evaluation:

1. Children should be encouraged to assess their own work. This could be daily (next to the LO), weekly, or at the end of a topic, and should indicate in their book their understanding and self-assessed level of the work covered. This may be in the form of a traffic light dot, face or stamp to indicate how confidently they feel they have achieved the LO, eg:
 - Red Dot ('I need more practice'; does not understand, work may need to be repeated)
 - Yellow Dot ('I almost have it'; still unsure; work satisfactory)
 - Green Dot ('I can teach it to someone'; work understood and level at a high standard)
2. If pupils are asked to self-mark their work, this will be done with purple pencils, to ensure clarity.