



We are a 'light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.



Feedback and Marking Policy

Date Agreed	September 2026
Review Date	September 2027
Type of Policy	School Based Policy



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Policy Introduction:

St John's Meads Church of England Primary School is committed to ensuring that every child flourishes, growing in character, confidence and faith. Rooted in our Christian foundation, we are inspired by the words of John 1:5:

"The light shines in the darkness, and the darkness has not overcome it."

Our values of Love, Independence, Generosity, Honesty and Teamwork (L.I.G.H.T.) underpin all aspects of school life and guide our relationships, decision-making, provision, policies and procedures. Through a nurturing environment and rich learning experiences, we seek to help every child discover and develop their unique gifts, enabling them to achieve their God-given potential.

As a Church school, we aim to support children in understanding the Christian faith and encourage them to be a light in the world, making a positive contribution to their communities both now and in the future. This policy should be read and understood within the context of this vision and these values.

Feedback and marking Policy

This policy reflects the school's vision, values and commitment to providing effective feedback that supports pupils' learning and progress. It outlines our approach to feedback and marking, ensuring that feedback is meaningful, manageable and motivating for both pupils and staff.

The policy applies to all teachers and support staff involved in providing feedback to pupils. It also aims to provide clarity for parents and carers about our assessment for learning practices and the ways in which pupils are encouraged to take an active role in evaluating and improving their own learning.

This policy aims to:

- Explain the purpose and different forms of feedback used across the school.
- Establish clear expectations and shared understanding of effective feedback practices.
- Promote a consistent approach to feedback and marking across the school.
- Provide clarity for pupils, staff, parents and carers regarding how feedback supports learning and what may, or may not, be evident in pupils' books.
- Support the school's commitment to maintaining high standards whilst recognising the importance of managing teacher workload effectively.
- Encourage pupils to reflect upon, respond to and take responsibility for their own learning.

Effective feedback is used to:

- Maintain high expectations and standards for all pupils.



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- Recognise, celebrate and build upon success.
- Identify misconceptions and areas for development.
- Support pupils in making progress and improving the quality of their work.
- Inform future teaching, learning and curriculum planning.

Principles of marking:

Our approach to feedback and marking is underpinned by the following principles:

Meaningful

Feedback should have a clear impact on learning. The method and frequency of feedback will vary according to the age of the pupils, the subject being taught, and the nature of the learning. Teachers are trusted to use their professional judgement to determine the most effective form of feedback and to adapt their approach where necessary. Feedback should inform subsequent teaching and learning.

Manageable

Feedback practices should be proportionate and sustainable. Teachers will determine the most appropriate level and type of feedback required for different pieces of work, ensuring that time is focused on actions that have the greatest impact on pupil progress.

Motivating

Feedback should encourage pupils to reflect on their learning and aspire to improve. Effective feedback may take many forms, including praise, challenge, questioning, modelling or verbal discussion. It is not dependent on lengthy written comments and should promote confidence, resilience and a positive attitude towards learning.

Responsive

Feedback should be timely and responsive to pupils' needs. It should identify strengths, address misconceptions and provide opportunities for improvement, enabling pupils to act upon feedback and make progress in their learning.

Developing Independent Learners

Pupils will be taught and encouraged to review and evaluate their own work against clear learning intentions and success criteria. These will be presented in an age-appropriate way to enable pupils to understand what successful learning looks like and to produce work of the highest possible standard. Opportunities for self-assessment and peer assessment will be used, where appropriate, to develop pupils' independence, reflection and ownership of their learning.



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Frequency and quantity of marking

All recorded work will be acknowledged to demonstrate that pupils' efforts are valued and to ensure that teachers maintain oversight of the learning that has taken place and the standard of work produced. This ongoing review will inform future planning and subsequent teaching.

Work may be acknowledged through written feedback, the use of agreed marking codes, or verbal feedback provided during lessons.

Feedback and Recording Learning

It should be recognised that not all learning results in recorded work. Pupils may engage in practical activities, collaborative tasks, discussion, drama, investigations, or work on whiteboards, all of which can provide valuable assessment opportunities despite leaving little or no written evidence. Teachers will use their professional judgement to assess and respond to learning in a variety of ways.

We recognise that excessive correction can be overwhelming and may have a negative impact on a pupil's confidence and motivation. Feedback should therefore be proportionate, purposeful and focused on the key aspects of learning that will have the greatest impact on progress. Expectations for improvement should be achievable and appropriate to the age and stage of the learner.

Children should receive a range of feedback approaches, including verbal feedback, live feedback, self-assessment, peer assessment and written feedback, where appropriate. Over time, teachers will ensure that pupils receive feedback that effectively supports their learning and enables them to make progress. Where a pupil is not making the expected progress, teachers will review and adapt the type, timing and focus of feedback, alongside their teaching approaches, to ensure that support is appropriately targeted to meet individual needs.

Types of Feedback

At St John's Meads, we recognise that effective feedback can take many forms. Teachers will use their professional judgement to select the most appropriate feedback strategy based on the learning intention, the needs of the pupils and the context of the lesson. Different forms of feedback offer different benefits and considerations.

Types of feedback:

	Benefits	Consideration
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Verbal feedback	Verbal feedback is often the most immediate and impactful form of feedback and may be given to individuals, small groups or the whole class during learning. • Immediate and responsive. • Allows misconceptions to be addressed quickly. • Enables pupils to make improvements within the lesson. • Supports dialogue between teacher and pupil. • Reduces unnecessary written workload. • The feedback itself may not always be evident in books. • It can be challenging to provide individual verbal feedback to every pupil within a lesson. • Teachers may need to use agreed codes or annotations to indicate where significant verbal feedback has been given.
Written feedback	Written feedback may be used when it is the most effective way to move learning forward. • Provides a record of feedback and pupil responses. • Encourages reflection and review of learning. • Can support pupils in revisiting key learning over time. • Allows teachers to identify patterns, misconceptions and next steps. • Can be time-consuming if not used purposefully. • Requires time for pupils to read, understand and respond. • Is most effective when focused and actionable rather than extensive.
Peer feedback	Peer feedback provides opportunities for pupils to discuss learning, evaluate work and support one another's progress. • Develops pupils' understanding by encouraging them to explain and justify their thinking. • Increases engagement and participation in learning. • Encourages collaboration and reflective thinking. • Supports pupils in understanding success criteria. • Pupils require modelling and teaching to provide effective feedback. • Time must be planned within lessons. • Teacher oversight is required to ensure feedback is accurate and constructive. • Thoughtful pairing or grouping may be necessary to maximise effectiveness.
	Self-assessment encourages pupils to reflect on their learning and take increasing responsibility for their progress.



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Self-Assessment and Self-evaluation

- Promotes independence and ownership of learning.
 - Helps pupils understand and apply success criteria.
 - Encourages reflection on strengths and areas for development.
 - Supports the development of metacognitive skills.
- Pupils may not always assess their work accurately.
 - Self-evaluation should be taught and modelled explicitly.
 - Teacher guidance and oversight remain essential.
 - Self-assessment should be used alongside other forms of feedback to ensure accuracy and impact.

Our Approach

No single form of feedback is universally effective in every situation. Teachers will use a balanced range of verbal, written, peer and self-assessment strategies, selecting the approach most likely to improve learning, promote pupil progress and maintain manageable workload expectations. The effectiveness of feedback is determined not by its format, but by the extent to which it helps pupils understand, improve and succeed.

Focus of feedback:

Feedback may focus on one or more of the following areas, depending on the learning intention and the needs of the pupil:

- **Presentation:** Supporting pupils to take pride in their work through clear handwriting, organisation, layout and adherence to agreed presentation expectations.
- **Technical Accuracy:** Addressing relevant aspects of spelling, punctuation, grammar, vocabulary or subject-specific conventions where appropriate.
- **Learning Objectives and Success Criteria:** Providing feedback that moves learning forward by identifying strengths, addressing misconceptions and supporting pupils in achieving the intended learning outcomes.

Teachers will use their professional judgement to determine the most appropriate focus for feedback. Not every aspect of a pupil's work requires correction, and feedback should remain purposeful and manageable.

Consistency:

To promote consistency across the school:

- Adults will provide written feedback using **green pen**.



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- Pupils will respond to feedback and complete improvement tasks using **purple pen**.

Identification of adult giving feedback:

It is assumed that the class teacher has delivered the lesson and provided any feedback recorded in pupils' books. Where another adult has taught the lesson, marked the work or provided feedback, they should indicate this by recording their name or initials.

Where support staff have worked with an individual pupil or group of pupils, they are expected to provide feedback in line with this policy. Information provided by support staff forms an important part of the assessment process and contributes to teachers' understanding of pupils' attainment, progress and next steps.

Marking and assessment codes:

The following codes may be used to indicate the level of independence or support provided. These may relate to a whole piece of work or to a specific section, question, sentence or word.

S – Supported	I – Independent	VF – Verbal Feedback
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The **VF** code should only be used where verbal feedback has had a measurable impact on the pupil's learning or has led to an evident improvement in their work. It is not expected that staff record every verbal interaction with a pupil.

Unless otherwise indicated, work completed by pupils from **Year 2 onwards** will be assumed to have been completed independently.

Additional annotations may be used, where appropriate, to support assessment and provide context, for example:

- *Scribed*
- *Support with spelling*
- *Adult read questions*
- *Prompted*
- *Worked within a guided group*

Such information can provide valuable evidence for teacher assessment and help ensure that judgements about pupils' attainment and progress accurately reflect the level of support received.



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Marking Code (standard)

Marking codes used to provide positive recognition of work and to provide feedback on corrects.

	• Well done / Wow • You did something well
	• Incorrect spelling
	• Incorrect letter or number • Missing punctuation • Missing capital letter
	• Finger space
	• New line • New paragraph
	• Missing word
	• Check this calculation



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These symbols may be used on posters, stickers or work headers as prompts (success criteria) when children are writing and to support teacher feedback and self assessment.

