

St Andrew's CE VC Primary School

Roots to grows, Wings to fly
'They will soar on wings like Eagles'
Isaiah 40:31

Feedback & Marking Policy

Signed (Chair)	Name Tony Parker	Date: September 2025
Signed (Head)	Name Graham Pike	Date: September 2025
Ratified by Governing Body on		Next Review: September 2026

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the relevant Governors' sub-committee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

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FEEDBACK & MARKING POLICY

Preface: Christian Ethos

The word the Bible uses for sin means “to miss the mark” (literally to miss the archery target). On the other hand, the Bible uses the word perfect or complete (c.f. Mt 5:48, literally fully grown or mature) to speak of the sinless man Jesus. While in no way equating educational marks to “sin,” for educational purposes this is part of the traditional Christian rationale behind marking, evaluating where someone is in relation to the desired target. Just as Christians believe the Bible calls us to spiritual and moral progress so too we ought to encourage and foster educational progress. When it comes to marking and feeding back to those results, the Bible also says God is a “fair judge” (Ps 7:1a) being all knowing, wise, present, good and just. As such we at St. Andrew's meet children where they are but do not desire to leave them there and believe that feedback and marking can be a means in education to develop a child. Likewise, such feedback and marking must be fair. These principles are found throughout this policy.

Rationale:

We believe that effective feedback is an essential response to children's learning and will move their learning forward. It is part of the assessment process and an integral part of quality first teaching, enabling children to become reflective and increasingly independent learners and allows adults to check understanding, address any misconceptions and re-model learning accordingly.

Aims of feedback and marking are:

- Pupils can swiftly unlock further learning.
- Pupils understand their strengths and how to improve their work.
- Pupils' actions are refocused or redirected to achieve a goal.
- Pupils become reflective, self-regulated and increasingly independent learners.
- Teachers know which areas to re-teach that were not grasped first time and plan next steps.

Oral feedback:

- Oral feedback is used regularly during sessions and is given to either the whole class, a group or an individual and is recorded in books as appropriate. An adult might include a brief written note to explain what any discussion has been about or use the 'V' code.
- Oral feedback tends to be more immediate than written feedback.

Written feedback:

- Written feedback can be given at any point during the learning process. Not every piece of written work will receive a written comment from an adult.
- Some tasks will be marked alongside pupils; some tasks will include self- and/or peer-to-peer marking/ feedback.
- Common errors, misconceptions or mistakes will be identified, though not necessarily every time in writing.

During the writing process or once a first draft has been completed, adults will mark the work and provide feedback, identifying different aspects to be edited and/or revised either verbally or in writing. (See the St. Andrew's Editing & Revision document)

The balance between verbal and written marking and feedback will vary depending on the topic and content matter, but books should contain evidence of marking and written feedback and the use of marking codes.

Guidelines:

- Any feedback given is constructive, accurate and of high quality.
- Feedback is linked to the learning focus and/or will address any next steps/ misconceptions or errors.
- Feedback can be given either during, or at the end of, a task, activity or sequence of learning.
- Pupils will be given time to reflect upon and act upon any feedback given so that they can edit and improve their work.
- Marking codes will be used consistently across the school by all adults.
- Pupils will be made aware of the marking codes.
- Adults will respond to work/ give feedback in green pen.
- Pupils will respond to feedback and/or edit and improve their work in purple pen (KS2)

Monitoring and evaluating the policy:

The Governing body (through the curriculum committee) will:

- Have responsibility for evaluating the impact of this policy.
- Delegate responsibility to the Headteacher to oversee the development and implementation of the policy.

The Headteacher will:

- Monitor and support the effective development, implementation and impact of this policy.
- Promote this policy by raising its status and importance.
- Review the policy regularly through consultation with staff, when appropriate.
- Keep up to date with new developments and research.

Appendix 1:

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Agreed marking systems and codes

Written feedback marking codes

NEXT: Next steps (written in green) - how to improve your work or next challenge. Children initial or respond in purple pen.



Scaffolded

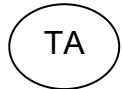


Verbal feedback



Error to check

— SP Spelling to correct



If a TA has provided written or verbal feedback