

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness John 10:10

Feedback & Marking for Learning Policy

The *Feedback & Marking Policy* was reviewed during the Autumn Term 2025. The review included consultation with teaching staff.

This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	26.11.25
REVIEW DATE:	November 2028
REVIEW CYCLE:	Three years
PLACED ON WEBSITE:	29/11/25
AUTHOR:	Mrs Justine Watkins & Miss Hannah Crook
HEADTEACHER:	Mrs Justine Watkins
CHAIR OF GOVERNORS:	Mr Andy Mintram
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<p><i>This policy should be read in conjunction:</i></p> <ul style="list-style-type: none">• <i>Aims of the School</i>• <i>Assessment for Learning Policy</i>• <i>Home-Learning Policy</i>• <i>Presentation Policy</i>

Feedback and Marking for Learning Policy

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Purpose

- to fuel **aspiration** and **achievement** and to foster **celebrations** of success in all its forms
- to fulfil the aims of the school through a consistent approach to feedback, including marking for learning
- to provide pupils with information about the quality of their learning and provide pupils with the information they need in order to improve
- to maintain and sustain high levels of engagement and motivation amongst pupils

Statement of Aims

- to develop a culture of learning for understanding
- to help our pupils attain their potential and to become life-long learners
- to provide timely feedback and feed-forward to learners
- to provide the opportunity for review and reflection
- to promote positive self-image and high self-esteem
- to promote ownership of learning.

Implementation

Class teachers have responsibility for the implementation of this policy.

Statement of Principles

We believe that effective feedback and marking for learning is:

- **MEANINGFUL**: provides feedback and feed-forward to learners
- **PURPOSEFUL**: relates to the planned learning outcomes of the lesson
- **MOTIVATING**: encourages and recognises effort and progress and is **CHALLENGING** when required
- **ADAPTED**: takes into account individual needs
- **SENSITIVE**: allows pupils to maintain ownership by not over-marking, over-commenting or defacing
- **TARGET SETTING**: determines the next steps for learning
- **INVOLVING**: promotes the active involvement of pupils in their own learning
- **MODELLING**: promotes a thoughtful approach to verbal and/or written feedback

We believe effective feedback and marking for learning involve all the points above as well as remaining **MANAGEABLE** and **PROPORTIONATE** for teachers.

Types of Feedback

Feedback can be verbal or written. We encourage teachers to '*live-mark*' where they mark a pupil's work with them in the lesson thus providing timely feedback and feed-forward to learners. Teachers use the information gained from *live-marks* and marking after the lesson in order to make *snapshot assessments* to inform and adapt future planning. As much as possible, teachers use whole class feedback to link previous learning, celebrate successes and address common misconceptions. Teachers or TAs may use the optional *Whole Class Feedback* sheet (see Appendix 2) but must follow the process on the sheet.

Verbal feedback – comments made to the pupil verbally. We encourage teachers to write down any notes/jottings at the time in the pupil's book.

Written feedback (marking) – comments or symbols used in books.

Following formal assessments, pupils receive both written and/or verbal feedback.

Marking agreed signs and symbols

Teachers marking is completed in purple. Teaching Assistants mark in pencil. Pupils mark in green pen. We do not use crosses to indicate an error/miscue. The use of dots and wiggly lines on their own or in tandem are used.

A clear set of agreed signs and symbols (see Appendix 1 for marking key) is used throughout the school. An identical key is displayed in all Key Stage 2 classrooms. However, teachers and T.A.s make professional decisions on their use in order to fulfil our principles of effective marking for learning.

We recognise that effective marking varies according to the age, maturity and individual needs of a pupil.




We mark grammar, punctuation and spelling in writing across the curriculum.

The agreed symbols are used in a sensitive way in order to:

- minimise threat and unnecessary stress
- maintain ownership of learning for our pupils
- promote positive self-image and high self-esteem
- engage positive emotions
- recognise that individual learners have legitimately different developmental and emotional needs.

Annotations Key (Extra information about learning)

Teachers use the following abbreviations (in a circle) next to the learning objective - WALT (We Are Learning To) along with their assessment of the objective (moon, sun, star):

Level of support		Assessment	
I	for work completed independently		Beginning to/ partially achieved
T	for work supported by teacher		Achieved
B	for work supported by a 'buddy'		Mastered

These are primarily used by teachers to inform their future planning. In Key Stage 2, pupils can also use these as part of self-assessment along with success criteria.

Feedback / Feed forward/ Following-up

Marking comments could:

- relate to the WALT (learning objective)
- relate to progress, presentation or learning behaviours
- point to the 'next steps' for learning. We use a 'next step' stamp, the phrase 'NEXT STEP/ NEXT STEPS' or a drawn set of steps.

'Next steps' are provided when there is both a timely opportunity for pupils to put feedback into action and when it will help pupils to make progress. They should be achievable and actionable by the pupil.

Comments on pupils' work point towards how improvements/greater learning could take place in the future. *TIPs-To Improve/ Progress*: are made on post-it notes and moved from page to page as appropriate. Examples of TIP comments:

- '~~said~~' whispered / replied (for example)
- 'with' (this is a word you should be able to spell)
- 'double space'
- '3x7=21'
- For younger children they may need to be visually represented i.e. picture of a finger! (to remind pupils about finger spaces!)

Teachers ensure any feedback is followed-up with pupils. This should happen in a timely fashion (i.e. within a week).

Corrections

The fact that answers can be correct or incorrect (in Mathematics for example) is recognised as being an important concept for pupils to learn. However, the need to make mistakes and take risks in order to learn is regarded as more important than always getting answers correct or not making errors.

Marking guides pupils to reflect upon and correct their own work, helping them to become effective learners.

Where appropriate pupils are encouraged to complete corrections after their work:

- written work: maximum of 3 words, 3-5 times each
- spelling corrections should be written so they can be copied (pupils need teaching how to copy).
- number /problems: corrections will vary according to task (a maximum of 3).

Pupil response to marking

Pupils are given the opportunity to review, reflect and correct their work according to their needs and age.

Response to marking includes corrections, answering questions and taking ownership of the next steps in learning. Corrections may be formal (see above) or be in the form of editing / redrafting. Pupils are expected to respond to marking / redraft / edit in green pen.

Recognitions

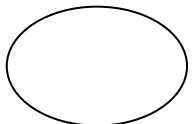


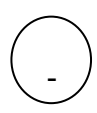
Effort, attainment and progress are celebrated so that pupils can recognise and build-on their own learning successes as well as others. Feedback is motivating, encouraging and used to recognise success. It takes the form of:

- 😊
- Stickers
- Teacher praise pad certificate
- Happy Book
- Person of the Day
- Learning Power Award
- Certificates

Monitoring

The effective implementation of this policy is monitored every half-term by the Headteacher and/or subject Leader.

Marking Key

<u>Symbol</u>	<u>Meaning</u>
= (under error-letter)	Change the case.
●	Look at this carefully/ error alert!
	Look at this very carefully, you should know this!
	I like this!
	A word or phrase needs inserting here (omission).
	Punctuation is missing / incorrect punctuation used.
//	New paragraph required.
word	Delete word.
✓	Correct / this has been checked / assessed.
VF	Verbal feedback given.

Appendix 2: Whole Class Feedback Sheet

Whole Class Feedback SheetLesson:Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

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