



St. Michael's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

Our school vision is to provide a nurturing learning environment and a curriculum that develops character, teaches lifelong learning skills, fosters creativity and provides opportunities for exploration so that all pupils can experience

'Life in all its fullness' (John 10:10)

Feedback and Marking Policy

Adopted at St Michael's School: July 2025

Date for next review by Curriculum Committee: July 2027

Signed:

A handwritten signature in blue ink, appearing to read "K. G. G. G.", is written over the dotted line for the signature.

Date 15.07.2025

Aim

St Michael's School Policy for feedback and marking relates to the ethos of our school and the aim to provide a learning experience which will equip pupils for 'Life in all its Fullness', both now and in their next steps in education. Our approach to feedback and marking aims to provide ongoing dialogue between teacher and pupil, develop pupils' confidence across the curriculum (Curriculum Driver 1 – People Skills – Communication and Confidence) and to support children to take ownership of their learning (Curriculum Driver 2 – Learning Skills – aspiration and achievement).

Purpose of feedback and marking

- Pupils are entitled to regular feedback on their learning.
- Feedback, verbal or written, is an essential part of the assessment process and should result in further progress and greater understanding.
- Teachers use feedback to celebrate effort and achievement, to highlight successes towards the learning objectives and individual targets, to raise expectations and to guide pupils in their next steps or provide further challenges.
- Teachers use marking to gauge pupils' understanding and to inform future planning.
- Marking and feedback provides a record of pupils' progress and helps parents to understand their child's learning journey.
- Pupils are frequently asked to edit their work both before and after receiving feedback. This helps them to become independent learners.

Implementation: Types of feedback and marking

The age of the pupil and the context of the lesson will always be taken into account when considering the most appropriate method of feedback. Feedback will come in many forms, including ongoing dialogue in lessons, responses to oral questions, answers and quizzes, verbal feedback on written work (marked VF), written feedback on written work, peer assessment. On many occasions, work will be marked alongside the pupil, within the lesson. Pupils often have the opportunity to mark their own work, using marking stations, and/or to peer assess (see later paragraph). Teachers may comment on presentation and handwriting where necessary, in accordance with the presentation policy. Spelling mistakes, punctuation and grammar are corrected, depending on the context/objectives/audience. Feedback may be given by teachers or teaching assistants, under the direction of the teacher. Teaching assistants will signify if they have worked as a 1:1 or with a guided group by initialing 'TA' followed by '1:1' or 'guided group'.

Foundation Stage

Children's work is mainly responded to instantly and verbally. Therefore, it is not necessarily marked but, where appropriate, a relevant comment/annotation may be written. Observations made by adults are often recorded separately and feed into future planning. These are included in their Learning Journeys where appropriate.

Verbal Feedback

Verbal feedback is frequently given during lessons and is a valuable part of the learning process. Verbal feedback will be indicated on the pupil's work as 'VF'. When checking the work in further lessons, the teacher will then monitor the impact of their verbal feedback on the learning and progress of the pupil.

Written Comments

Feedback and marking must be manageable and time efficient, with a focus on moving the pupils' learning forward.

All pupils' independent written work will be acknowledged.

Some work will be marked with written comments. These comments will relate to the planned objectives, will recognize the pupils' achievements and indicate the next steps.

Marking Code

Class teachers follow the St Michael's C of E VA Primary School's marking code as follows:

1. Provide written feedback in black ink
2. Mark the Learning Objectives on the pupils' Learning Journeys using:
 - A pink dash if met
 - A pink dot if partially met
 - A green dot if not met
3. Make marking clear to the pupils by:
 - Indicating correct work with a black tick
 - Underlining aspects of pupils' work in pink to indicate learning objective being met
 - Underlining aspects of pupils' work in green to indicate work that needs editing/improving
4. Provide written feedback at the bottom of the piece of work using:
 - A pink dot at the beginning of the positive feedback
 - A green dot at the beginning of the developmental feedback

When pupils receive their work back, they will be given the time to:

- Read their last piece of work for feedback so that they know what they have done well
- Respond to any improvement comments using a 'Purple Polishing Pen'

Specific marking in English

In English, teachers use 'end of unit' writing as opportunities for summative assessment. Any editing made to these pieces of work will be independently completed by the pupils. However, in lessons leading up to these 'end of unit' pieces of work, teachers will provide pupils with targeted, constructive written feedback to enable the pupils to make progress in their writing. Teachers do this by marking against a lesson's learning objective, using the pink and green highlighting code. Pupils can then refer back to this when they independently edit their 'end of unit' writing.

Peer and self-assessment

Peer and self-assessment is used regularly, where appropriate. Peers' thoughts may be recorded and/or verbal feedback given. Pupils may assess their own work against the objectives on their learning journey. In upper key stage 2, pupils date the step on their learning journey if they believe they have achieved it.

Impact of the Feedback and Marking Policy

The application of this policy will be monitored through regular 'book looks'. Pupils are given the opportunity to say if the feedback is helpful.

Feedback will be given to individual teachers where necessary. More general learning points will be given in staff meetings.

The policy will be reviewed bi-annually.