

SAMLESBURY Church of England Primary School

Let your light shine



07051 FEEDBACK & MARKING POLICY

Date written: May 2025

Date agree and ratified by the Governing Body:

Date of next review: May 2028

Signed:

Date:

Samlesbury Church of England Primary School

Feedback Policy

Introduction

We recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. However, we are mindful of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- be specific, accurate and clear;
- encourage and support further effort;
- be given sparingly so that it is meaningful;
- provide specific guidance on how to improve and not just tell students when they are wrong.

Key Principles

Our policy on feedback has a number of principles at its core:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process: we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is one part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;

- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

When work is reviewed, it should be acknowledged in books: we do this through a series of 'codes' (see Appendix 1 for whole-school codes, however, additional 'codes' may be created within classes for age-appropriate feedback: these will be shared with the class and on display in books). Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice.

Feedback will be provided in various forms to cater to different learning needs:

Verbal Feedback (VF): Direct discussions with pupils about their work to clarify understanding and provide immediate guidance. This discussion will be noted in books using the code 'VF'.

Written Feedback: Comments written on pupils' work that highlight strengths and suggest areas for improvement. These should be clear and focused on learning outcomes. Excessive corrections should be avoided and should include praise and next steps (where applicable). Written feedback should be in green pen, with pink pen feedback added within written tasks in Y5/6 to highlight spelling/punctuation errors/omissions.

Peer Feedback: Opportunities for pupils to give and receive feedback from their peers, promoting collaborative learning.

Self-Assessment: Encouraging pupils to assess their own work using established criteria, fostering independence and self-regulation. This may include checklists, smiley faces, thumbs up/down or short comments depending on the age of the child.

Subject Specific

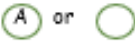
- **English:** Marking should focus on the intended learning objective (e.g., punctuation, grammar, vocabulary). Highlight strengths and one area for improvement.
- **Maths:** Use ticks for correct answers and a dot or symbol for errors. Where appropriate, include a prompt or question to deepen understanding.
- **Foundation Subjects:** Use brief, targeted comments. Opportunities for verbal feedback and self-reflection encouraged.

Monitoring and evaluating this policy

This policy will be monitored through further consultation with staff and through the planned reviews. Children's books will be monitored by the Co-Headteachers and subject leaders, with feedback given to individual staff and areas of good practice and areas for development shared with governors at the Quality of Education Committee.

Subject leaders will monitor subject specific feedback as part of their monitoring role. Monitoring, through work scrutiny and book talk sessions, will take place to ensure a consistent whole school approach. There are regular opportunities for moderation so all staff have an accurate & consistent understanding of progression through the curriculum.

Appendix 1-Codes

What does it look like in my book?	What does it mean?	What do I have to do?
The boy went for a walk.	This is a word that you have spelt wrong and you should be able to fix it yourself.	Write the correct spelling in the margin on the same line.
	This is an incorrect spelling.	Copy the word three times, once next to each dot. Then write it into your Spelling Log.
	There is an error, eg, missing punctuation / capital letter when it shouldn't be.	You need to work out what the error is and correct it in purple pen.
	This should be a capital letter.	Using purple pen, you need to change it to a capital letter.
	Something is missing.	Read your sentence to see what is missing. Add it in purple pen.
From a distance , the girl watched.	This is something good! 😊	Keep doing what you're doing!!

Other codes			
VF	Verbal feedback. You have talked to an adult about this part of your work.	DJ	You have earned a dojo for your work.
S	You have had some help with this work.	G	You have worked in a group to complete this work.
	You have done something to make me smile.	PP	Purple pen
<u>P</u> I	Presentation reminder	P 	Beautiful presentation
CL	Capital Letter	FS	Full Stop