St Bartholomew's Church of England Primary School

Marking and Feedback Policy

Action	Date
Document reviewed	September 2026
Reviewed By	Sarah Irvine
Adopted by Governors	September 2026
Next Review Date	September 2027

Great Harwood St Bartholomew's Parish CE VA Primary School

Follow Jesus in all we do

School Vision

We seek to ensure that by following Jesus, each individual is inspired to shine in all areas of their educational and spiritual development.

'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Mission Statement

Follow Jesus in all we do

'When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life".' (John 8:12)

Core Values

Our school is underpinned by 6 core values;

Courage
'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Friendship
'Love each other as I have loved you.' (John 15:12)

Service
'Serve one another in love' (Galatians 5.13)

Forgiveness
'Do not judge, and you will not be judged; Do not condemn, and you will not be condemned; Forgive, and you will be forgiven' (Luke 6:37)

Justice
'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:9)

Love
'Give thanks to the Lord, for he is good; his love endures forever.' (Chronicles 16:34)

Marking & feedback Policy St Bartholomew's C of E Primary School

Our Vision

At St Bartholomew's Church of England Primary School, our Christian vision, *"Follow Jesus in all we do"*, underpins every aspect of school life. We believe that every child is uniquely created and loved by God and should be encouraged to flourish academically, socially, emotionally and spiritually.

Feedback should inspire, support and challenge pupils whilst recognising their dignity and individuality. It should help all children develop resilience, confidence and a belief that they can succeed.

Rationale

At St Bartholomew's, we recognise that effective feedback is one of the most powerful influences on pupil progress. Feedback enables teachers to identify misconceptions, celebrate success and move learning forward.

Our approach is informed by current educational research and guidance, including the Education Endowment Foundation (EEF), the Department for Education (DfE), Ofsted's workload guidance, the Strong Foundations in the First Years of School report, the Writing Framework and the SIAMS Framework. Effective feedback is characterised by being:

- Focused on improving learning
- Timely and responsive
- Specific, accurate and actionable
- Appropriate to the age and stage of development of the learner
- Manageable and sustainable for staff
- Supportive of pupil confidence, motivation and wellbeing
- Part of an ongoing cycle of teaching, assessment and learning

Key Principles

At St Bartholomew's:

The primary purpose of feedback is to improve pupil learning.

- Evidence of feedback should arise naturally from classroom practice and should not be created solely for monitoring purposes.
- High-quality teaching and effective formative assessment reduce the need for extensive marking.
- Feedback may be verbal, written, visual, practical or through demonstration.
- Verbal feedback given during learning is often the most effective form of feedback.
- Teachers use professional judgement to determine the most effective type and frequency of feedback.
- Feedback should identify the most important next steps in learning rather than correcting every mistake.
- Pupils should be given opportunities to reflect upon and respond to feedback.
- Feedback should promote independence and self-regulation.

- Feedback will be adapted to meet the needs of all learners, including pupils with SEND.
- Work will be acknowledged by the class teacher using agreed whole-school systems.
- Feedback should be meaningful, manageable and motivating.

Learning Intentions and Success Criteria

For feedback to be effective, pupils must understand:

- What they are learning
- Why they are learning it
- What success looks like

How this is achieved

- Learning is carefully sequenced and clearly communicated.
- Learning objectives are shared at the most appropriate point within the learning.
- Success criteria are developed through high-quality modelling and discussion.
- Teachers use worked examples and WAGOLLs where appropriate.
- Mini plenaries are used to revisit learning and address misconceptions.
- Pupils are encouraged to evaluate their work against success criteria.
- Opportunities are provided for self-assessment and peer discussion.

Types of Feedback

1. Immediate Feedback

Immediate feedback takes place during learning and has the greatest impact on pupils' progress.

This may include:

- Questioning
- Live marking
- Verbal feedback
- Mini whiteboard responses
- Teacher modelling
- Guided practice
- Use of worked examples
- Mini plenaries
- Teacher or teaching assistant intervention
- Adaptation of tasks or teaching

Evidence may be seen through:

- Pupil responses
- Improved work
- Classroom observations
- Learning walks
- Teacher annotations where appropriate

2. Summary Feedback

Summary feedback takes place at the end of a lesson or sequence of learning.

It may include:

- Whole-class feedback
- Identification of common misconceptions
- Guided discussion
- Self-assessment
- Peer assessment
- Review of learning objectives and success criteria

Summary feedback informs future teaching and may identify pupils who require additional support or challenge.

3. Review Feedback

Review feedback takes place after learning and is used when it will have meaningful impact on future learning.

Review feedback may include:

- Written comments
- Written prompts
- Feedback conferences
- Small-group intervention
- Targeted support
- Whole-class feedback sessions

Teachers will use professional judgement to determine when review feedback is appropriate and how it should be delivered.

There is no expectation that every piece of work will receive written comments.

Early Years Foundation Stage and Key Stage 1

In EYFS and early Key Stage 1, feedback is primarily delivered through high-quality interactions and responsive teaching.

The focus will be on:

- Communication and language
- Personal development
- Phonics
- Early reading
- Letter formation
- Handwriting
- Vocabulary development
- Oral rehearsal
- Sentence construction

Written feedback will be minimal, age-appropriate and only used when pupils are able to understand and respond independently.

Evidence of feedback is likely to be found through:

- Adult interactions.
- Observation records
- Learning conversations
- Adapted provision
- Pupils' improved outcomes

English

Feedback in English should support pupils to become increasingly fluent, confident and independent writers.

Scaffolded Writing

Teachers may:

- Tick or double-tick particularly successful examples of vocabulary, sentence construction or application of taught skills.
- Highlight examples where pupils have successfully applied modelled learning.
- Acknowledge successful use of grammar and punctuation taught within the sequence.

Independent Writing

Teachers will:

- Focus feedback on the most significant improvements required.
- Prioritise improvements that will have the greatest impact on writing quality.
- Avoid correcting every error.
- Encourage pupils to edit and improve their own work wherever possible.

Editing and redrafting should be purposeful and focused on:

- Composition
- Vocabulary choices
- Sentence construction
- Grammar
- Punctuation
- Spelling where appropriate

Feedback in Foundation Subjects

Feedback in foundation subjects should primarily focus on the knowledge, understanding and skills being taught within that subject. Teachers may address literacy errors where appropriate, but these should not detract from the primary learning intention.

SEND and Adaptive Practice

Feedback will be adapted to meet individual needs.

Adaptations may include:

- Verbal feedback
- Visual prompts
- Modelling
- Worked examples
- Adult conferencing
- Additional processing time
- Small-step targets
- Immediate intervention and pre-teaching

Teachers will ensure that feedback remains accessible, achievable and supportive.

Self and Peer Assessment

Effective self-assessment and peer assessment help pupils become reflective learners.

Pupils will be taught how to:

- Review their work against success criteria
- Identify strengths
- Suggest improvements
- Give constructive and respectful feedback
- Respond positively to feedback from others

Peer assessment should always be supportive, purposeful and age appropriate.

Marking Codes

Adult Marking

- **Green Pen** - Teacher feedback
- **Red Pen** - Adult intervention following additional teaching
- **Purple Pen** - Pupil response, editing or improvement
- **Pencil** - Peer assessment

Whole School Codes

Code	Meaning
LOA	Learning Objective Achieved
VF	Verbal Feedback Given
√	Correct
SP	Spelling Error
P	Punctuation Error
G	Grammar Error
SA	Self-Assessment
PA	Peer Assessment
I	Independent Work
S	Supported Work

Key Stage 1

- **SP** indicated next to the incorrect word and correct spelling modelled where appropriate.
- **P** indicated alongside punctuation that requires correction.

Key Stage 2

Years 3 and 4:

- **SP** next to incorrect spelling
- **P** next to punctuation error
- **G** next to grammar error

Years 5 and 6:

- **SP**, **P** and **G** may be indicated in the margin to encourage pupils to identify and correct errors independently.

Pupil Response

Where appropriate, pupils will be given time to respond to feedback and make improvements.

Responses may include:

- Correcting misconceptions
- Editing writing
- Improving vocabulary
- Explaining reasoning
- Completing additional practice
- Reflecting on learning

The focus is on improving learning rather than completing corrections.

Monitoring and Evaluation

School leaders will monitor the implementation of this policy through:

- Learning walks
- Lesson observations
- Pupil voice
- Book looks
- Planning scrutiny
- Assessment information
- Staff feedback

Monitoring will focus on the impact of feedback on pupil learning rather than compliance with marking expectations.