

Shurdington CofE Primary
Be the **BEST** we can be, through love.

Believe **E**njoy **S**ucceed **T**ogether

'Love God and love your neighbour as you love yourself.'

Matthew 22, verses 37 and 39.

Feedback and Marking Policy

Shurdington Church of England policies are written in the spirit of Christian values

Agreed by Governors: July 2026

Review Date: July 2027

1 Introduction

At Shurdington Church of England Primary School we take a professional approach to the tasks of marking work and providing feedback. All children are entitled to meaningful feedback on their learning. Teachers will use a range of feedback strategies; written marking is used selectively where it has the greatest impact.

Feedback will:

- Be timely and linked to the learning objective
- Be specific and manageable
- Be acted upon by pupils
- Inform future teaching

2 Aims

2.1 We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- Offer them specific information on the extent to which they have answered the key question (lesson objective), and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their areas for improvement and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis for both summative and formative assessment;
- Provide the ongoing assessment that should inform our future lesson planning.

3. Principles and Practice of Feedback and Marking

3.1 Core Principle

We believe that feedback should be focused on impact rather than quantity. Teachers use a range of strategies—including live marking, verbal feedback, whole-class feedback and selective written comments—to move learning forward efficiently.

Assessment for learning takes place during and after lessons and informs future teaching.

3.2 Professional Judgement and Approach

Not all work requires written marking. Teachers will use professional judgement to determine when and how feedback will have the greatest impact on learning.

When written marking is used, it may take the form of:

- a simple tick (e.g. in maths)
- a brief comment
- a stamp or agreed symbol (e.g. VF for verbal feedback)
- peer or self-assessment
- more detailed ('quality') marking when appropriate

The extent and type of feedback will depend on:

- the learning objective
- the needs and ability of the pupil
- the next steps in learning

3.3 Effective Feedback

Effective feedback will:

- be clearly linked to the learning objective and success criteria
- identify strengths and next steps
- address misconceptions
- be appropriate to the age and ability of the child
- be manageable for teachers and meaningful for pupils

Feedback should be positive in tone and recognise effort, while supporting improvement.

3.4 Timing of Feedback

Feedback will be given at the most effective point to support learning. This may be:

- during the lesson (live marking)
- immediately after
- at a later point, where appropriate

Where possible, feedback during lessons is prioritised.

3.5 Verbal and Live Feedback

Verbal feedback and live marking are the primary forms of feedback in most lessons. These provide immediate guidance, enabling pupils to respond and make improvements during learning.

3.6 Whole-Class Feedback

Teachers may use whole-class feedback to:

- identify common strengths
- address misconceptions
- provide clear next steps

This approach reduces unnecessary repetition in written marking and ensures feedback is efficient and impactful.

3.7 Pupil Involvement

Pupils are expected to play an active role in the feedback process by:

- *self-assessing their work against success criteria or targets*
- *using peer feedback where appropriate*
- *responding to feedback to improve their work*

Time will be built into lessons for pupils to reflect on and respond to feedback (“closing the loop”).

3.8 In-depth (‘Quality’) Feedback

In-depth feedback will be used selectively, where it will most improve learning, rather than at fixed intervals.

Where appropriate, pupils may be given a ‘Now’ task to:

- *address misconceptions*
- *deepen understanding*
- *extend learning*

These may be directed to individuals, groups, or the whole class.

3.9 Use of Marking Codes

Marking symbols (see appendix) may be used to support efficient feedback. These will be used selectively and only where pupils are expected to respond.

3.10 Focus on Errors and Presentation

Teachers will prioritise feedback on:

- *key misconceptions*
- *a small number of errors linked to the learning objective or pupil targets*

Spelling, grammar and punctuation will be addressed when:

- *they form part of the lesson focus*
- *they are appropriate for the pupil’s stage*
- *they relate to individual targets or key vocabulary*

Teachers will also address presentation and handwriting where standards fall below expectations for that pupil.

5 Monitoring and review

5.1 *We are aware of the need to monitor and update the school’s marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every year.*

Signed:

Headteacher:

Date:

Signed:

Chair of Governors:

Date:

Appendix 1: Marking and feedback symbols to be written in margin (please don't indicate actual mistake but allow children to find own errors).

<i>Symbol</i>	<i>What it means</i>
<i>IW</i>	<i>Independent work</i>
<i>WS</i>	<i>Supported work (with support)</i>
<i>VF</i>	<i>Verbal feedback</i>
<i>CL</i>	<i>Capital letters need to be checked</i>
<i>FS</i>	<i>Full stops need to be checked</i>
<i>F/S</i>	<i>Finger spaces need to be checked</i>
<i>P</i>	<i>Punctuation need to be checked</i>
<i>Sp</i>	<i>Spellings need to be checked</i>
<i>Gr</i>	<i>Grammar needs to be checked</i>
<i>T</i>	<i>Target seen in work</i>
<i>S</i>	<i>Supply teacher</i>