



St Ann's Church of England Primary School



Marking and Feedback Policy

Author: SLT

Owner: St Ann's CE Primary School

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

Inclusion Policy Statement

Inclusion Policy Statement

At St Ann's Church of England Primary School, we are committed to overcoming all barriers to learning and raising standards in every aspect of school life.

We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies to enhance the learning and participation of all our pupils.

We celebrate differences and recognise the importance of equality, ensuring that our practises reflect the principles outlined in the Equality Act 2010. We are dedicated to fostering an environment that respects and values the protected characteristics of all individuals, including race, gender, disability, sexual orientation, and religion.

Our school acknowledges and values the varied life experiences and needs of our children. We strive to create a learning environment where the teaching, learning, achievements, attitudes, and well-being of each child matter.

We are committed to ensuring that our school practises align with our inclusive aims by utilising resources within the school and the local community. We actively respond to diversity and nurture an understanding of differences among our staff and pupils.

Our accessibility plan is designed to ensure that all pupils have equitable access to educational opportunities and facilities, promoting a culture of inclusion and participation.

The school strives to establish inclusive values by maintaining high expectations for all pupils, valuing every child, and fostering a shared philosophy among staff, governors, and parents alike. Together, we work to create a supportive and inclusive school community where every pupil can thrive.

Introduction

This Feedback Policy, alongside the Assessment Policy and the Lunar Curriculum Policy, forms a cohesive framework that embeds Assessment for Learning as a fundamental part of every child's educational journey at St Ann's.

"If there is a single principle teachers need to digest about classroom feedback, it's this: The only thing that matters is what students do with it. No matter how well the feedback is designed, if students do not use the feedback to move their own learning forward, it's a waste of time."

— Dylan Wiliam

What is Feedback?

Effective feedback is a vital interaction between teacher and child. It acknowledges work, checks understanding, and informs next steps with the primary aim of advancing pupil progress. Feedback provides information about performance relative to learning goals and should be capable of driving improvement.

Feedback redirects or refocuses actions—either the teacher's or the learner's—to align effort with desired outcomes. It may address the task, the learning process, self-regulation, or, least effectively, personal characteristics.

Importantly, feedback empowers children to become active partners in their learning.

"If students are to become active evaluators of their own progress, teachers must provide appropriate feedback so they can engage in this task."

— Professor John Hattie

Feedback can be verbal, written, delivered through tests or digital means, and may come from teachers, peers, or the learners themselves (self-assessment).

The Impact of Feedback on Learning

Research from the Education Endowment Foundation (EEF) confirms that feedback has a very high impact on learning when grounded in sound principles. It benefits all types of learning across all ages.

Principles of Effective Feedback

Based on guidance from the Department for Education (DfE, 2017) and research by John Hattie, effective feedback serves one purpose: to advance pupil progress and outcomes. It should be:

1. Meaningful

- Marking aligns with the WALT (We Are Learning To) and success criteria, addressing errors and misconceptions previously taught.
- Feedback is tailored to the individual pupil's needs and varies by age, subject, and context.
- Teachers use a blend of oral and written feedback, adapting approaches based on what best supports pupil progress.

2. Motivating

- Feedback should encourage pupils to take ownership of their learning and progress.
- It is not about volume or positivity alone; short, challenging comments or verbal feedback can be more impactful.

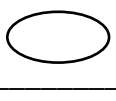
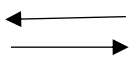
- Pupils should be taught to self-check their work against success criteria, fostering responsibility and resilience.
- Over-marking or excessive feedback can reduce pupil motivation and long-term retention.

3. Manageable

- Marking is proportionate, balancing frequency, complexity, and teacher workload.
- Time spent marking should correlate with pupil outcomes; excessive comments that pupils cannot engage with are discouraged.
- A balance between written and verbal feedback allows teachers to focus on teaching and coaching.

Feedback Practises at St Ann's

Teachers use marking symbols to indicate errors or successes, supporting pupil understanding and self-correction.

Symbol	Meaning	Examples
• 	Incorrect element	Punctuation, case errors, unsuitable word choice
↑	Missing word	Word omitted
?	Unclear section	Text does not make sense
sp	Spelling error	Incorrect spelling
	Writing should start next to margin	Not using full line
//	New paragraph needed	Paragraph started incorrectly
✓	Positive feedback	Indicates 'really good'

Written feedback is succinct, targeted, and purposeful, addressing misconceptions and moving learning forward. Comments may include:

- **Reminders:** Prompt pupils to recall success criteria or improve work.
Example: "Could you show another method for solving Question 3?"
- **Modelled Prompts:** Provide exact examples for pupils to copy or emulate.
- **Scaffolded Prompts:** Begin an example for pupils to complete.
Example: "Complete the number pattern: 1, 3, 5, ...?"

Pupils are expected to respond to written feedback using their Better in Black (BIB) pens during Read and Respond time.

Verbal feedback is ongoing and immediate, helping clarify misunderstandings or extend learning. It can be informal or more in-depth and does not require recording in books.

Up to three spelling errors per piece are identified and corrected proportionally to the child's age and ability. Teachers use professional judgement to target high-frequency or previously taught words. Pupils copy the correct spelling three times.

Pupils are allocated time within lessons to review and act on feedback, including corrections and completing set tasks. Work should not be submitted without addressing feedback.

Feedback in the Early Years

Children receive coaching in small groups to address errors or misconceptions. Interventions are documented in English and Maths books. Next steps focus initially on letter formation, sounds, and number formation, progressing to punctuation and spacing.

These approaches complement, but do not replace, teacher feedback. They foster independence and self-reflection.

- **Self-Assessment:** Pupils evaluate their work against success criteria during lessons, providing immediate feedback to teachers.
- **Self-Marking:** Used selectively for specific tasks (e.g., closed questions), always under teacher supervision.
- **Peer-Assessment:** Pupils give constructive feedback based on agreed protocols emphasising respect, positivity, and fairness.

Peer-Assessment Protocol:

- Respect each other's efforts
 - Highlight strengths
 - Listen and support improvements
 - Make clear, positive, and fair suggestions
 - Maintain confidentiality
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Pupils use BIB pens for self-editing and peer assessment, reinforcing ownership of learning.

Feedback and Growth Mindset

Feedback at St Ann's nurtures a Growth Mindset, encouraging persistence, resilience, and focus on learning processes.

Examples of Growth Mindset Feedback:

Instead of Saying	Try Saying
"You're a natural!"	"You're improving because you're working hard!"
"Is that too hard for you?"	"It's challenging you, so your brain is growing."
"You're so clever!"	"You always try your best and keep going."

Growth Mindset feedback is provided when pupils:

- Struggle despite effort
- Need help with strategies
- Make good progress
- Succeed with effort
- Succeed easily (encouraged to take on new challenges)

Summary: Feedback Expectations and Standards at St Ann's

- Feedback is meaningful, motivating, and manageable.
- Every piece of work receives marking.
- Feedback is timely, with immediate interventions as needed.
- Live marking occurs during lessons through coaching and group work.
- No formal recording of verbal feedback is required.
- Reading into Writing Journey work is marked except final published pieces.
- Marking symbols support pupil understanding.
- Pupils edit work in black pen; staff mark in red ink, modelling handwriting policy.
- Interventions are clearly recorded.
- Peer feedback is used appropriately with clear success criteria.
- Spelling errors are addressed with correction and repetition.
- Consistency is maintained across subjects.
- Written feedback is corrective and action-oriented.
- Feedback models correct spelling, grammar, and Standard English.
- Feedback is age-appropriate, accessible, inclusive, polite, and positive.