



St Lawrence C of E (Aided) Junior School

Feedback Policy

	Reviewed	October 2025
	Next Review	October 2027

'Effective marking is an essential part of the education process.

At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

(Report of the Independent Teacher Workload Review Group)

Aims:

We provide feedback in a variety of ways, both verbally and written, in order to:

- Help pupils identify the progress they are making and to recognise areas for improvement
- Show that we value pupils' work, and encourage them to take pride in their learning
- Gauge their understanding, identify and address any misconceptions
- Provide a basis for assessment for learning

Feedback

At St Lawrence, we believe that the process of marking and feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

We use a variety of marking and feedback strategies, including verbal and written comments, and we also use self and peer assessment. One of the most effective forms of feedback is the dialogue that takes place between teacher and pupil while the task is being completed. When pupils interact in the marking process, they will be more engaged and receptive to correction. Marking and feedback is in accordance with the learning intention and / or the child's own personal learning target.

The marking system should be constructive and challenging, yet encouraging. We want our pupils to know what they have done well and what they need to do to improve, as well as promoting risk taking in their work.

In order for marking and feedback to be successful:

- Share the learning intention and check for understanding.
- Make the success criteria clear to the pupils at the beginning of the lesson.
- Where written feedback is necessary, comment on only one or two key aspect
- Write comments neatly and legibly. Pink pen/highlighting shows what they have done well and green pen/highlighting shows corrections or improvements.
- Mark work before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Give the pupils time to respond to any written feedback. Children to use purple pen.
- Blue Box to be used for "careless errors" and rushed work, where the teacher is confident that the work produced is below the standard expected of that child.

The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. Consideration is given to what a particular pupil is capable of, what the next learning stages involve, and what should now have priority.

Feedback across subjects will be as follows:

Mathematics	• Effective 'In the Moment' marking and opportunities for self (and peer) marking. If teacher marked, look at the last three examples only. • Address misconceptions, including key vocabulary, using 'marvellous mistakes'. • Maths vocab to be spelt accurately, using the working wall. Highlight mistakes for correction.
English (in supported stages of writing)	• Pink and green highlighters . • Brief comments linked to learning or a child's personal target. • Whole class feedback may be used in place of individual written feedback, where appropriate. • Success criteria should be used at this stage. • Spelling - identify key incorrect spellings (eg. HFW words/homophones/Year group appropriate) and child to correct/write it out- depending on adaptation. • Age-appropriate punctuation errors should be identified for correction. • Editing should be explicitly taught and supported as part of the feedback process.
Independent Writing (Publishing - drafts)	• Children are encouraged to independently use feedback from the supported stages to correct and improve their work. • No individual written or verbal feedback to be provided at this stage. • Editing should be independent, building on what was taught in the supported stages of writing.
Independent Writing (Published piece)	• No individual written or verbal feedback to be provided at this stage. • Sufficient time must be given to children to independently read, edit and publish their final piece. • Marking should be completed on the writing assessment grids. • Common misconceptions to be addressed in future writing units. • For children working significantly below ARE, it may be appropriate to support and scaffold throughout. This will be made clear in the assessment grid.
Science/Floor Books	• Pink and green highlighters. • Address misconceptions in individual books or as a whole class teaching point. • Spelling - identify key scientific vocabulary and child to correct or write it out.
Foundation	• Verbal, self or peer feedback where written work is not required • Light mark: address misconceptions in individual books or as a whole class teaching point. • Spelling - identify key subject-specific vocabulary and child to correct or write it out. • Subject-specific capitalisation errors identified, for example God or England.

Marking Codes

(These marks will be made next to learning intention, which is written as a statement, and should be indicated for every lesson.)

- ✓ achieved the learning intention
- ✓✓ achieved the learning intention really well
- Not achieved the learning intention

	Meets the learning intention
	Needs to be checked and edited
NS	Next Step
VF	Verbal feedback
I	Work has been achieved independently (for children who usually have support) or for work that is completed independently after support.
S	Support has been provided
CT/TA	Class Teacher or Teaching Assistant
CL	Capital letter missing
P	Wrong punctuation or punctuation missing
T	Wrong tense
sp	Spelling incorrect
^	Missing word
//	Needs a be a new line or paragraph