



St Lawrence C of E (Aided) Junior School

Feedback Policy

	Reviewed	October 2023
	Next Review	October 2026

'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 and identify 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 always in accordance with the learning intention and / or the child's own personal learning target.

The marking system should be constructive and challenging, yet also 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 we may:

- Make the success criteria clear to the pupils at the beginning of every lesson
- Write the learning intention in the form of a statement 'I can...'
- Give the pupils time to read and respond to any comments made
- Indicate where/how the pupil has been successful
- Comment on only one or two key areas for improvement/next steps at any one time
- Write comments neatly and legibly. Pink pen will be used to show what they have done well and green pen will be used to show their corrections or improvements.
- Mark work before the next lesson in that subject, although this may not always be possible for longer pieces of work.

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	<ul style="list-style-type: none"> • Effective 'In the Moment' marking and opportunities for self (and peer) marking. • Address misconceptions in individual books or as a whole class in the next lesson. • Pink highlighter/ stamp used to highlight great reasoning / accurate maths vocab. • Spelling - maths vocab to be spelt accurately - green highlight and write correct word. child to copy out 3x underneath work. • If not class marked, mark the last three examples only.
English	<ul style="list-style-type: none"> • Pink and green highlighters. • Brief comments linked to the LI for pieces of writing. • Spelling - identify key incorrect spellings (eg. HFW words/homophones/Year group appropriate) and child to correct/write it out- depending on adaptation.
Independent Writing (Big Writing)	<ul style="list-style-type: none"> • Pink and green highlighters. • More in depth comments linked to the LI. • Next steps linked to the next Big Writing piece. • Spelling – identify 3-5 spellings and child to copy out or correct them 3x.
Science/Floor Books	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • A deep mark at least once per half term using pink and green (identified on planning prior to the lesson). • Verbal, self or peer feedback where written work is not required

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

	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
C	Capital letter missing
P	Wrong punctuation or punctuation missing
sp	Spelling incorrect
^	Missing word
//	Needs a be a new line or paragraph