



Marking and Feedback Policy

'Growing in faith, hope and love. But of these three the greatest is love'.

1 Corinthians 13:13

Our school will continue to be a happy, welcoming and inclusive Christian environment, where everyone is treated equally and expectations are high.

We will provide a safe, caring and stimulating environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally, guided by the values of our Christian faith.

We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning.

We will focus our teaching and learning on the needs, abilities and enthusiasms of individuals, providing a tailored approach to supporting all pupils according to their needs.

We will work in partnership with parents, parish and stakeholders to place our school at the heart of the community it serves.

We will build on our strengths and drive our own improvement, set ambitious and challenging targets, whilst facilitating opportunities for everyone to be the best that they can be.

Love, Trust, Confidence, Hope, Friendship, Forgiveness, Co-operation

Academic Year: 2026-2027

Review Date: July 2027

1. Rationale

At St Andrew's, we believe that effective feedback is one of the most powerful ways to improve pupil learning and outcomes. Feedback should be purposeful, manageable, timely and focused on moving learning forward.

We recognise that the most effective feedback often happens during learning through teacher interactions, questioning and responsive teaching. Written marking should only be used where it adds value to pupil

learning. Both the 'Team Stop Signal' (see appendix 1) and 'The Silent Signals' (see appendix 2) are strategies from Read Write Inc adopted throughout school by all staff to support the implementation of this policy.

This policy is informed by:

- Teachers' Standards
 - Education Endowment Foundation (EEF) guidance on feedback
 - Department for Education workload recommendations
 - Our Teaching and Learning Policy
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2. Aims

The aims of this policy are to:

- Improve pupil progress and attainment.
 - Ensure consistency of approach across the school.
 - Provide clear guidance for staff, pupils and parents.
 - Promote pupil independence and ownership of learning.
 - Ensure feedback is manageable and sustainable for staff.
 - Support responsive teaching and effective assessment.
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3. Key Principles

Effective feedback should be:

Timely

Provided as close to the learning as possible.

Specific

Focused on the learning objective and success criteria.

Actionable

Helping pupils understand what to do next.

Manageable

Supporting pupil progress without creating unnecessary workload.

Inclusive

4. Forms of Feedback

A. Immediate (Live) Feedback

This is the main form of feedback within school.

Teachers will:

- Circulate during lessons.
- Address misconceptions immediately.
- Provide verbal guidance.
- Use questioning to deepen understanding.
- Adjust teaching in response to pupil needs.
- Provide scaffolding where required.

Evidence may include:

- ✓ Teacher annotations
- ✓ Improvements made during lessons
- ✓ Pupil responses
- ✓ Adapted teaching

B. Verbal Feedback

Verbal feedback is highly valued and may include:

- Discussion with individual pupils.
- Small group feedback.
- Conferencing during writing.
- Whole-class feedback.

Where appropriate:

VF may be written to indicate verbal feedback has been given.

C. Whole Class Feedback

Teachers may identify:

What Went Well (WWW)

Even Better If (EBI)

This may be shared:

- At the start of lessons.
- Between lessons.
- During guided sessions.

D. Written Feedback

Written marking will be proportionate and purposeful.

Teachers may:

- Acknowledge completion.
- Highlight success.
- Identify misconceptions.
- Provide next-step prompts where beneficial.

Written comments should be concise.

Teachers are not expected to provide lengthy written dialogue.

5. Fix-it time

Pupils will regularly be given time to:

- Respond to feedback.
- Correct misconceptions.
- Improve and edit work.
- Reflect on learning.

Fix-it time is an essential part of the feedback process.

Evidence should show:

- Corrections made.
- Improvements added.
- Errors addressed.

6. Self and Peer Assessment

Pupils should be taught to evaluate their own learning.

Strategies include:

- Success criteria checklists.
- Green polishing pens.
- Peer discussions.
- Editing and proof-reading.
- Traffic light systems.

The purpose is to develop independence and metacognition.

7. Marking Expectations

Writing

- Every piece of work should be dated and WALT/ learning objective given.

Teachers will:

- Identify strengths linked to success criteria.
- Address key misconceptions.
- Ensure spelling, punctuation and grammar errors are corrected when appropriate. -
 - Rehearse a spelling 3x in KS1
 - Rehearse a spelling 5x in KS 2
- Encourage editing and redrafting.
- Identify handwriting errors and correct
- Highlight the WALT/ LO in green if achieved/ yellow if working towards the objective/ red if not achieved

Not every error needs correcting.

Focus should be given to the agreed teaching focus.

Mathematics

Teachers will:

- Check understanding.
- Correct misconceptions swiftly.
- Encourage explanation and reasoning.
- Use live marking wherever possible.

Misconceptions should be addressed before becoming embedded.

Reading

Feedback will focus on:

- Fluency
- Vocabulary
- Retrieval
- Inference
- Explanation skills

Feedback may be verbal, recorded through guided reading notes, or evidenced within reading journals.

Foundation Subjects

Feedback should focus on:

- Subject-specific knowledge
- Vocabulary
- Understanding
- Application of skills

Simple acknowledgement marking may be sufficient.

8. Marking Symbols

Symbol	Meaning
✓	Correct/achieved
✓c	Correction
VF	Verbal feedback given
Sp	Spelling error
P	Punctuation correction
^	Missing word

9. Presentation Expectations

Pupils are expected to:

- Take pride in their work.
- Use neat handwriting.
- Follow school presentation expectations.
- Correct mistakes appropriately.

Teachers will model and maintain high standards.

10. Roles and Responsibilities

Teachers

- Provide effective feedback.
- Adapt teaching in response to assessment.
- Give pupils opportunities to improve learning.
- Apply the policy consistently.

Subject Leaders

- Monitor implementation.
- Support staff development.
- Evaluate impact.

Senior Leaders

- Monitor workload.
- Ensure consistency.
- Evaluate effectiveness through:
 - Book scrutiny
 - Learning walks
 - Pupil voice
 - Assessment outcomes

Pupils

- Listen to and act upon feedback.
 - Reflect on learning.
 - Take responsibility for improvements.
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11. Monitoring and Evaluation

This policy will be monitored through:

- Learning walks
- Book scrutinies
- Pupil discussions
- Staff feedback
- Assessment information
- Lesson observations

Success will be demonstrated through:

- Improved progress and attainment.
 - Consistent feedback practices.
 - High-quality pupil responses.
 - Positive attitudes towards learning.
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Non-Negotiables

- ☒ Feedback moves learning forward.
- ☒ Live verbal feedback is the preferred approach.
- ☒ Fix- it takes place regularly.
- ☒ Feedback is manageable for staff.
- ☒ Pupils are expected to respond to feedback.
- ☒ Marking supports assessment and informs future teaching.