

St. Saviour's Church of England Junior School Marking and Feedback Policy

July 2025

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Policy:	Marking and Feedback policy
Review Period:	Annual
Ratified by Governing Body:	July 2025
Date of next review:	July 2026

Christian Vision

St. Saviour's fosters a strong sense of community and belonging. We instil a sense of calmness within our school environment, just as Jesus calmed the storm, which we believe extends into the wider community. Our progressive curriculum exposes children to new experiences which gives every child the opportunity to achieve their potential. Through these principles, we seek to create an inclusive and supportive space where all individuals feel valued and journey with us through the storm and calm of life.

Christian Values

Christian values inform our actions and thoughts on a daily basis.

Community, Consideration, Courage

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

How is this policy a reflection of our vision?

We believe that through honest feedback, praise and encouragement, we can help children reach their full potential.

“Then people brought little children to Jesus for him to place his hands on them and pray for them. But the disciples rebuked them. Jesus said, ‘Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.’”

MATTHEW 19:13-14

Aims (Intent):

The aim of this policy is to outline what effective marking and feedback looks like at St Saviour’s in order to achieve a consistent approach to marking and feedback to ensure all pupils learn and make progress. This policy has been written in collaboration with staff, governors and is based upon research from the Education Endowment Foundation (Tacher Feedback to Improve Pupil Learning). Feedback focuses on the areas of strength and the areas for development and can take many forms. There are many purposes of feedback:

- To celebrate what pupils have done well
- To inform pupils what they need to do to progress (next steps / targets)
- To give regular information to pupils about their effort, work and learning

Effective marking and feedback

- Helps the child progress in their learning and work
- Is specific and focused
- Addresses errors and misconceptions
- Sets clear expectations of the quality and / or quantity of work
- Recognises the progress and effort made
- Involves pupils in the feedback process
- Give pupils the opportunity to respond and improve where appropriate
- To gather information to inform future planning and teaching

Forms of feedback used (Implementation)

At St Saviour's we use a variety of feedback processes including informal comments, live marking in lessons, peer marking, self-review, formal teacher marking, individual / small group or whole class verbal feedback. Feedback approaches are fully considered to make it most accessible to the pupils.

- Live marking by adults at the point of learning
- Verbal Feedback at the point of learning or at the start of the next lesson
- Formal marking after the learning has taken place
- Whole class feedback given as verbal feedback at the start of the next lesson
- Self-assessment
- Peer-assessment

Marking pupils' work (these apply across the curriculum)

















- Teachers mark in green pen
- Teaching Assistants mark in black pen
- Pupils use purple pen when peer marking, responding to marking or when editing their work and this is acknowledged by the teacher
- Use a red smiley face stamper to identify what the pupil has done well or effort made
- Use a black 'Next Step' stamper to identify what an individual pupil needs to do to progress
- Highlight the WALT or Key Question (orange / green / blue) to indicate how well the pupil has achieved the learning objective
- Teachers may choose to print off marking statements / key questions when applicable to large groups of pupils
- Comments should be concise and legible (neat, joined handwriting)
- Identify key errors. There is not an expectation that ALL spellings or grammatical errors are identified. Teachers should use their professional judgement and highlight key errors such as high frequency words, core / technical vocabulary, dates, WALTs, misconceptions in concepts etc. Where pupils misspell words, they should know (this is up to the teacher's professional judgement and knowledge of the child) the error should be corrected
- If a teacher asks a pupil to make changes to their work, the teacher should check that this is done the next time they mark the pupil's book. If repeated errors are made and there is no improvement, despite marking, this issue should be referred to Year Group Leader then SLT then parents / carers
- Give pupils time in lessons to respond to or clarify marking such as completing corrections, answering a question, changing a word or sentence or initialling the teacher's comment – teachers should aim for a balance between these types of response
- Next steps should be appropriate to the level of the child
- All teachers will show high expectations of pupils with regards to presentation and handwriting. Errors such as mis-spelling of dates and WALTs will be corrected. Simple errors in high frequency words will be identified for the pupil to correct. A teacher may ask a pupil to rewrite work if it is not their best work.

Peer and self-assessment

- Peer and self-assessment stampers should be used where children have marked their own or other's work for that lesson. Stampers do not need to be used where self or peer marking has been used briefly and informally
- Provide opportunities for self and peer marking, but scaffold this process so that this feedback is meaningful

Marking Abbreviation symbols

- The school marking abbreviation symbols should be used where these make feedback more effective or efficient

	Use capital letters correctly.		Write on the line.
	Use full stops correctly.		Start from the side of the page.
	Make sure letters are the correct way round.		Write to the end of the page.
	Make sure letters are the correct height.		Use finger spaces.
	Use joined handwriting.		Start a new paragraph.
	Verbal feedback.		TA support given.
	Practise your sentence in your head before you write it.		Spelling mistake!
			Wrong word! (where / wear)
			Practical activity

English

- In English writing lessons, teachers should record the names of pupils who make common / year group specific errors on the whole class writing objective grid in their daybook. This should be referred to in lessons to remind pupils about their specific next steps. General comments about the lesson / specific pupils may also be recorded in the daybook.
- For longer writing tasks, next step stamper should be used for child specific next steps. For longer pieces of writing, primarily use this method in preference over VF, which may occasionally be used. Where the whole class or majority have made a similar error, this can be fed into the next GPS starter – the children’s work in this starter would evidence that the gap had been addressed
- **In word and sentence level lessons**, where there is less writing, individual NS stampers need only be used where there is an obvious need for individual guidance
- In English reading lessons, teachers should record the names of pupils who are achieving above / below their peers next to the objectives on the whole class reading objective grid in their daybook. This grid should be used to inform support / challenge provision in future lessons. General comments about the lesson / specific pupils may also be recorded in the daybook.

Independent Writing Feedback

- Independent writing should be marked with stampers (two or three smiley faces).

- Where possible, smiley comments should show improvements pupils have made against the next steps from their previous independent write.
- Next steps should be recorded on the child's individual target card.
- Writing targets should be checked each time a child writes independently. When met, the target is dated and highlighted. Most children will have 2 or 3 targets to work on (this may be less for lower ability children)
- Assessment grids should be used to record objectives reached in independent writes.

Spelling

- There is not an expectation that ALL spellings or grammatical errors are identified. Teachers should use their professional judgement and highlight key errors such as high frequency words, core / technical vocabulary, dates, WALTs depending on the subject, the identified vocabulary for the module and the ability of the child.

Maths

- Pupil's self-mark a lot of their fluency work.
- Teachers will give individual next steps to those pupils who have a specific need.
- Adaptive whole class next steps are used at the start of each lesson for the majority of pupils.

R.E

Every lesson marking

- Key language errors should be corrected. Teachers should have similar expectations with regard to writing as they do in English lessons.
- Children should correct errors in purple pen.

Twice per unit marking

- If a child has not met the KQ, each child to be asked a question to help clarify their understanding of the lessons KQ
- Time planned in at the start of the next lesson for children to be able to respond to feedback marking (evidenced by marking slide).
- Children should answer the question in purple pen.

Or

- If the child has understood the KQ, a **deeper question** taken from the golden threads document
- Evidence of Theology - God
- Evidence of Philosophy – Reality
- Evidence of Human and Social Science – Community
- These **deeper questions** are planned throughout the year to ensure each strand is used. The same question can be given to all children.
- Time in planned in at the start of the next lesson for children to be able to respond to feedback marking (evidenced by marking slide).
- Children should answer the question in purple pen.

CUSP subjects

- Whole class or individual misconceptions addressed at the start of the next lesson where needed to address gaps / errors. VF may sometimes be used to address gaps. Whole class marking sheets will inform the need for this.
- Whole class feedback sheets are completed at the end of each session and can be found in day books.
- In art and DT, feedback is given as a whole class at the start of the next session based upon the assessment questions asked during the previous session and the teacher notes from the whole class feedback sheets. There is no expectation that teachers formally mark pupil's work or highlight anything.
- Key vocabulary errors should be identified and pupils use knowledge notes / knowledge organisers to correct these spellings independently during the feedback section of the next lesson.

Monitoring and Review (Impact)

The senior leadership team and subject leaders will be responsible for monitoring the implementation of this policy through pupil book study. The desired outcomes of this policy are improvement in pupils' learning and raising of standards across the curriculum.