



St Barnabas
CofE Primary School

St Barnabas Primary School POLICY DOCUMENT

Title: Feedback and Marking
Reference and Source Document : Written and updated by Deputy Headteacher Model Policy The Key
The key purpose: Supporting feedback and marking
Lead Staff Responsibility: Deputy Headteacher – Kate Robertson
Governing Body Responsibility : Curriculum & Standards Team
Reviewing Cycle and next date: Two years. Next date Spring 2026
Approved by Leadership Team on: 23.1.24
Approved by Governing Body on: 5.2.24

St. Barnabas CE Primary School & Green Lane Pre-School Vision

Inspire, Nurture and Achieve

We believe, as Jesus did that in our happy, purposeful and welcoming **Christian school** and pre-school **all** are **valued, encouraged** and **cared for**:

- **Inspire** each child to think and feel positively about themselves and others.
- **Nurture** each child so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them,
for the kingdom of heaven belongs to such as these."

We aim to:

***Inspire** a positive approach to life and learning;*

*Value and **nurture** each child as an individual: developing **resilience, independence,** and an **understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every child understand their **unique purpose** and **place** in **God's world**.*

Feedback policy

There are two main reasons for feedback to a child on their learning:

- To motivate the child
- Teachers move learning on by:
 - Addressing a misconception
 - Extending a child's understanding or ability to do something
 - Encouraging recall of taught knowledge and skills

The guiding principle of this feedback policy is to ensure that the child and their learning is at the center of any decisions made on feedback. What will have the most positive impact on the child and their learning?

St Barnabas CE Primary feedback

All recorded work should be acknowledged in books and there should be consistency within a key stage. For example, a written comment, live marking, peer assessment, a stamp, tick or sticker.

It is essential that feedback is **relevant, timely and goal orientated**. It is essential, therefore, that teachers are encouraged to use their **professional judgment** to decide when is the right time to provide **verbal feedback**, to **surface mark**, when **highlighting a learning objective** is appropriate, or when a **next step comment or question** is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact on that child's progress. This is likely to look different across key stages and across subjects taught.

Teachers are encouraged to use an approach to feedback and marking which works for the children in their class, with caution to ensure that the children's work is not dominated by the teacher's annotation or comments. There is an expectation that for extended pieces of writing in any subject, there is specific written feedback which identifies errors or misconceptions, as well as next steps to move the learning on.

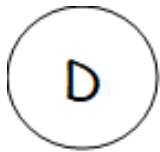
Actions for teachers including supporting wellbeing and workload

Discussions within Key stages will feedback to SLT to identify what feedback will look like for each subject. SLT will offer advice and support where needed and will ensure staff are fed back to if needed. All teachers will ensure that they are not adjusting the approach agreed in their Key Stage – consistency is key. Any previous policies no longer apply.

At St Barnabas, we recognise that teachers work in different ways and use a variety of effective strategies to offer pupils feedback. With this in mind, and to support the wellbeing of our staff with regard to teacher workload, we do not insist on a set code or key for written marking in children's work. Instead, we offer in our appendices, a range of approaches to written feedback which may

be used by staff, or referred to in any plans put in place where feedback or marking is not deemed to be impacting on children's learning.

Appendices:



Marking and next steps should be used to deepen understanding or address misconceptions.

Editing

Editing is an important part of the learning process and children are given specific time to improve their work. At St Barnabas CE Primary, when children are editing their work, KS2 children should use a green pen. Children in KS1 will develop this technique as part of Read Write Inc and begin formal editing in Year 2. The expectation is that the quality of the presentation of this work is at the high standard expected in all other written work.

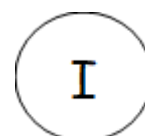
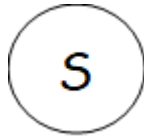
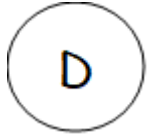
Suggested strategies for written feedback.

- In EYFS and KS1, target stamps may also be used as a way of focusing each child to some areas of their work that need addressing.



- Work may have a comment either giving children a target to work towards in their next piece of work, or a task which needs to be responded to in relation to the marked piece of work. The feedback should relate to an area in the success criteria that has not been met, or to something else that would move the child's next piece of working on.
- For recall of knowledge, it may be appropriate in some subjects to ask questions or ask for explanations.
- Live marking
- Use of symbols to indicate whether a piece of work has been discussed with an adult, was independent or the work was supported.

- In all year groups we use:
- Discussed with an adult
- Supported by an adult
- Independent (Mainly Years R and 1)



Level of support

The level of support given to a child should be clearly but simply indicated, similarly if a child has been worked with one to one or a discussion has taken place you may wish to write a broad recording of what was discussed. This is for the teacher’s assessment and not as part of the feedback for the child. Writing simply VF is not effective in feedback or assessment and should be avoided.

Subject Specific Written Feedback

<p>English</p>	<p>As a general rule, written feedback on writing should be given by the teacher unless a teaching assistant has worked directly with the children. A combination of positive celebratory comments and next steps identification is essential. Teachers should use their professional judgement to decide what is appropriate for the piece of work</p> <p>EYFS/KS1</p> <p>Teachers can give feedback using success criteria. Feedback stamps can be used for next steps and discussed verbally with children. Where children are given a next step, it should be referred to in discussion with the child so children are not being given the same next step continually, progress against next steps needs to be evident.</p> <p>Success criteria should be consistent across EYFS/KS1. This success criteria should contain skills that are being taught as part of the sequence of learning and should be child friendly.</p> <p>In Year 2, feedback may take a more written form and children will be asked to edit and respond to feedback given.</p> <p>KS2</p> <p>Feedback should move the child's learning on. This could include:</p> <ul style="list-style-type: none"> • Positive comments about how the child has met the learning objective • Selecting some spellings or punctuation to focus on • Asking children to redraft some work • Asking for further evidence or detail in the work
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	<p>Teachers must ensure that if they are giving next steps for children in English that they are acted upon and progress is evident.</p> <p>In extended writing, success criteria can be used to identify positives and to assist children in editing their work. Success criteria should be consistent in format across KS2 and may provide a useful tool for self and peer assessment. Success criteria may also be used by the teacher to give feedback on specific skills that have been taught. A comment with celebration and next steps is always needed for extended writing, this may form the basis of writing conferences where more detailed feedback can be given.</p> <p>Children edit in green or pencil.</p>
Maths	<p>In Maths, teachers should be continually feeding back to children verbally as part of maths talk. In addition to this, staff should choose from these written feedback strategies in order to move children's learning on:</p> <p>Live marking</p> <p>Live marking has been proven to be the most effective method of feedback (EEF). If live marking and discussing with children as you mark, no comment to children needs to be written. It may be appropriate to write an assessment or indicate the level of support and if you think it will move the children on, an additional question. The next lesson should be adapted to take account of the next steps.</p> <p>Self-marking</p> <p>The children also benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.</p> <p>Peer marking</p> <p>The children also benefit from marking their work with a peer and explaining their strategies to each other.</p> <p>Partner work – adult and child</p> <p>When working with a child adults should complete working out in a pen to show support has been given. Teachers might choose to scribe children's explanations in order to show level of understanding.</p>
Examples of Humanities subject feedback:	<p>Geography/History/RE feedback will vary depending on the activity and the year group however, some ideas might be:</p>

<p>Geography History RE</p>	<ul style="list-style-type: none"> • Questions to further learning. Why do you think that..? How can mountains form...? Why was the River Nile so important to Ancient Egyptians? Which climate would you prefer to live in and why? Why do you think the Great Fire of London spread so quickly? • Questions specific to recall of learning – can you explain the impact of...? What is different about...? • Celebration of learning, geographical or historical skills/vocab used, presentation work or oracy skills used in lesson • Spellings or correction of misconceptions • Asking children to expand on their ideas
<p>Science</p>	<p>Science feedback will be given regularly to learners in a form that is accessible to them; this may be in the form of a teacher/TA written comment, sticker, stamp, peer marking, self-marking.</p> <p>Feedback sentence stems teachers may use:</p> <p>Explain one of the science vocabulary words you used in the lesson.</p> <p>What might happen if ?</p> <p>Explain one new thing you learnt in this lesson.</p> <p>Which science skills did you use in this lesson?</p>

This policy can be read in conjunction with:

Subject specific policies such as English, Maths, Science

Assessment Policy

Teaching and Learning Policy

This policy will be reviewed:

by the Curriculum & Standards Team in two years, Spring Term 2026