All Saints CE (VC) First School

Policy on Feedback & Marking

Date: September 2025

Approved by Governors: 4th November 2025

To be reviewed: November 2027

Purpose

This policy ensures a consistent, effective approach to feedback and marking across the school, supporting pupil progress and reducing staff workload.

Rationale

Marking is most impactful when it directly influences learning. Our approach prioritises live marking and in-the-moment verbal feedback, enabling teachers to address misconceptions immediately and guide pupils toward their next steps. This supports reflective learning and ensures feedback is timely, relevant, and actionable.

Aims

- - To celebrate effort and achievement.
- - To provide immediate verbal feedback that supports progress.
- - To correct misconceptions during lessons.
- - To reduce teacher workload while maintaining high standards of learning.
- - To involve pupils in self and peer assessment.
- - To ensure feedback is purposeful and leads to improvement.

General Guidance

- - All children's work will be seen and acknowledged by teachers and/or teaching assistants during or immediately after lessons.
- - Feedback should relate directly to the learning objective/success criteria.
- - Verbal feedback is the primary method of marking and should be given in the moment wherever possible.
- - If work is not marked during the lesson, teachers may provide written comments at their discretion, but these will always be followed up with a one-to-one conversation with the pupil to ensure understanding and impact.
- - Spelling errors should be corrected by the child writing the correct spelling three times underneath their work. In KS2, this must be done using an editing pen.
- - Work should be annotated using the following codes on the Learning Objective sticker:
  - I – Independent work
  - G – Group work
  - TS – Teacher supported
  - TAS – Teaching Assistant supported

- - Any work not addressed during the lesson will be reviewed before the next session and followed up with a verbal conversation with the pupil.
- - Peer and self-assessment may be used in Maths, Spelling, and Wider Curriculum lessons. Children will use ticks for correct answers and dots for incorrect ones. This should be done neatly and demonstrated by staff.

Presentation Expectations

- - Pupils are expected to present their work neatly and legibly.
- - Staff will model high standards of presentation and provide clear expectations.
- - Where work is deemed untidy or not reflective of the pupil's best effort, staff may ask for it to be re-written.

Monitoring & Review

All staff are expected to follow this policy consistently.
SLT will monitor feedback practices throughout the year to ensure they align with the policy and support pupil progress.