



**Gamston St Peter's CofE
Primary School**

Feedback Policy

Reviewed October 2025

At Gamston St Peter's CofE Primary School, we see the greatest impact when we agree, adopt and maintain a consistent approach to marking and feedback. We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy. As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process we have analysed previous policies including areas that were supporting children's progress and those that had minimal impact and developed a feedback policy that we feel has the most impact on children's progress and learning.

Impact of feedback is reviewed regularly at Gamston St Peter's CofE Primary School through lesson observations and book looks. Good practice is shared to ensure consistency and high standards across the school.

The Purposes of Marking and Feedback

Marking and Feedback has three purposes:

1. Understand what they have done well

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently completed work should display a good understanding of both of these points.

2. Understand how to improve

To ensure all pupils understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand, both on an individual level and with groups of pupils/whole class.

3. Make visible signs of improvement as a result of feedback

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

What are the principles that guide our school's approach to marking? Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning objective / steps to success and comment on previous attainment within the context of the learning theme;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;

- incorporate improvement time into every lesson for children to read, reflect and respond to marking and complete challenges to move learning forward;
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- inform future planning, focused groups and interventions;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning.

Expectations of Marking & Feedback

Consistency

The three purposes of marking and feedback should be evident in all classes and all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, however, the three purposes of marking should be developed.

Quality feedback includes:

- Verbal Feedback;
- Group/Whole Class Feedback
- Written Feedback;
- Self-Assessment/Feedback;
- Peer Assessment/Feedback;
- Pupil Response.

Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning focus and may identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

Group/Whole Class Feedback

This is the most common/frequently used method of more 'formal feedback', second overall only to verbal feedback. Following each piece of independent work, teachers will sample a number of books across the prior attainment range. Upon reviewing the work sample, the following will be established:

- Collective strengths;
- Misconceptions that need addressing;
- Anything that needs to be re-taught;
- Quick teaching points beyond the specific domain, e.g. commonly misspelled words

This collective feedback will then be shared at the start of the next lesson (unless other methods of feedback have been/are being utilised), either verbally, through slides on the screen or through prompt sheet(s). Pupils will respond as per Pupil Response section below.

Written Feedback

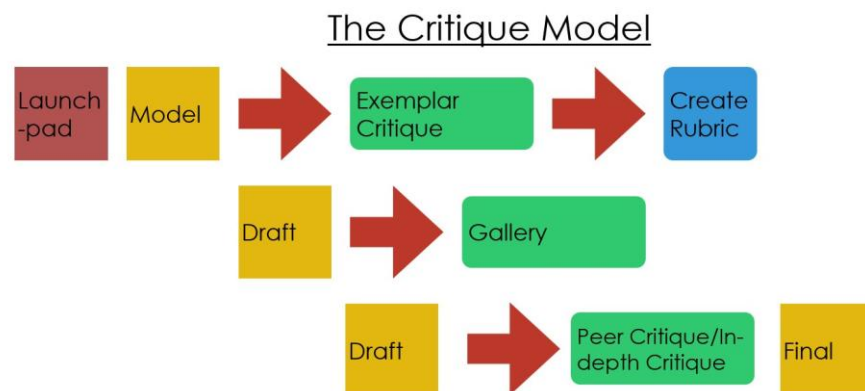
It is not an expectation that written feedback is visible on every piece of work; staff are to use their discretion as to whether or not written feedback will move childrens' learning forward. Written feedback may be visible in the form of a scaffold (e.g. modelling a mathematical method, sentence stems etc), to identify an error or indicate where some verbal feedback has taken place. Where written feedback is deemed necessary, the marking codes (pages 6 & 7) will be used.

Self and Peer Assessment

Children are presented with numerous opportunities to self and peer assess at Gamston St Peter's CofE Primary School. We feel like this assessment strategy allows children to self-reflect on their learning and personally identify their own areas of strength and areas for development. Where children have self and peer assessed learning, this will be evidenced in purple pen. Where appropriate, there will also be evidence of children responding to self and peer feedback through self-correction and/or editing.

Critique

Critique is a robust peer-to-peer assessment protocol proven to accelerate progress in any year group. By following the 'golden rules' of being Kind, Helpful & Specific all children can produce beautiful work of which they are immensely proud.



Pupil Response

It is an expectation that children use purple pens to respond to any written (green pen) feedback and verbal feedback (where applicable). Purple pen will not only indicate the impact of the feedback given, but also support teacher assessment in identifying any misconceptions, gaps in knowledge and will therefore inform future planning and intervention. Where children's responses show that they have not understood an area of learning, there should be evidence that this has been addressed. This may be evidenced in the form of written scaffolds and/or feedback, targeted intervention, lesson recaps etc. Improvement time - to take on board feedback and respond to it - should be provided either during the lesson or through dedicated improvement and response time.

Within the EYFS, feedback and 'marking'/correcting is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson.

Marking & Feedback Policy

We are aware of the need to review the school Marking & Feedback Policy regularly so that we can take account of new initiatives and changes within the school.







The Governing Body, at their meeting in November 2025, adopted this policy. It will be reviewed in Autumn term 2026.

Signed:



_____ (Head Teacher)

_____ (Chair of GB)

English Marking Code

	Effective feature
	Spelling (Correct once in margin)
	Word choice?
	Target
	Target/Correction completed and checked by an adult/pupil Grammar/ Punctuation
	Missing word(s)
AG	Adult Guided
I	Independent
VF- xxx	Verbal feedback + concept E.g. VF- adverbials discussed.
Purple pen	Response to feedback/editing

Maths Marking Code

	Correct
C	Correction
Ⓣ	Target
Ⓣ C	Target/Correction completed and checked by an adult/pupil
	Mistake here
AG	Adult Guided (next to each question)
I	Independent
VF- xxx	Verbal feedback + concept E.g. VF- place value discussed.
Purple pen	Response to feedback/editing