SWANAGE ST MARK'S CE PRIMARY SCHOOL

Feedback Policy

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Feedback Policy

Aims:

At St Mark's Primary School, we believe that feedback and assessment for learning is integral in supporting the improvement of pupil outcomes and continued development. The school's approach to assessment, marking and feedback is underpinned by three key drivers:

- **Assessment to support school-level decision making:** Data from marking and feedback informs whole-school improvement, curriculum development, and resource allocation.
- **Assessment to inform classroom teaching:** Teachers use ongoing feedback to adapt lessons, address misconceptions, and plan next steps.
- **Assessment to impact on learning:** Feedback is used to help pupils understand their achievements and areas for development, fostering ownership of learning.

Intent:

At St Mark's Primary School, we strive to:

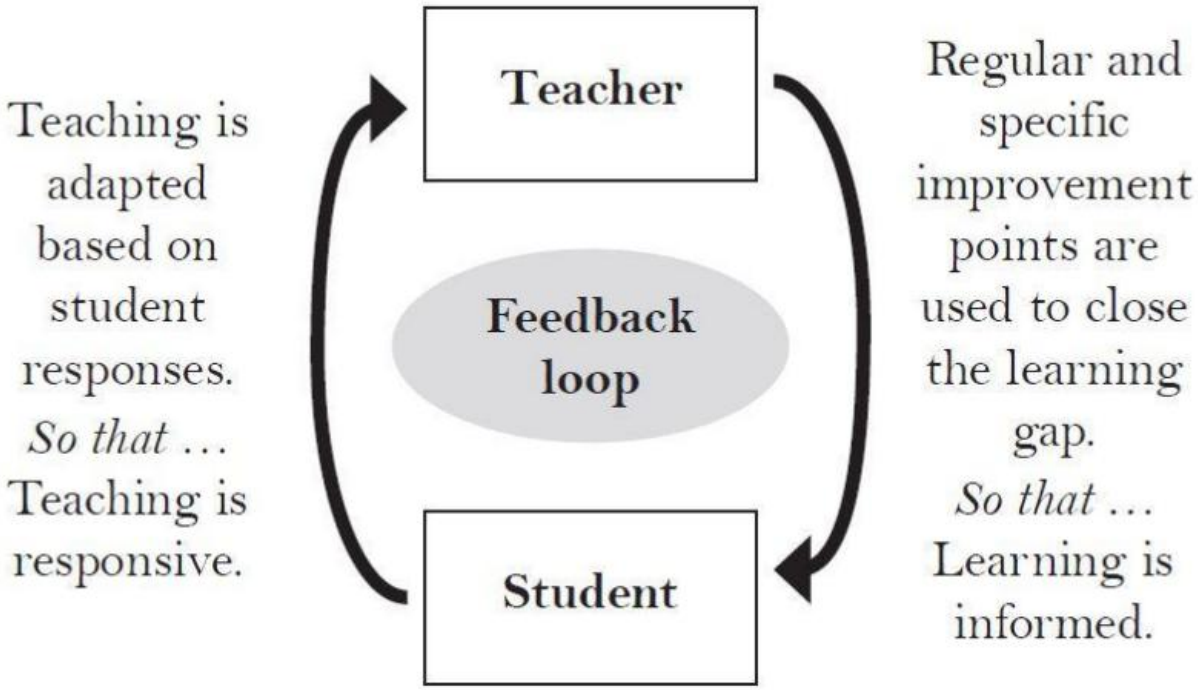
- Provide timely, purposeful, and effective feedback that supports and accelerates pupil progress.
- Ensure marking and feedback are meaningful, manageable, and motivating for both staff and pupils.
- Identify and address misconceptions, reinforce strengths, and guide next steps in learning.
- Support pupils in understanding how to improve and enable them to act on feedback.
- Promote pupil independence, metacognition, and engagement through self- and peer-assessment.
- Ensure consistency and clarity in marking and feedback across the school.
- Inform planning, teaching, and school-level decision-making through robust assessment practices.

Implementation:

During all curriculum areas, the following guidance applies in Years 1-6:

- Teachers indicate in pink key aspects of a pupil's work which are successful in terms of meeting the learning objective/outcome. Teachers indicate in green key aspects of a pupil's work which requires further development including children's foundational skills. A marking code is followed by all staff members (Appendix A)
- Pupils use a 'purple pen of progress' for all corrections, improvements and 'Now' tasks to evidence steps in learning that have been made.
- Teachers are not expected to mark every single piece of work. However, pupils should receive regular feedback in all subjects which identifies one or two aspects of the work which the pupil has done well (in relation to the 'Learning Objective') and provides an action for improvement.
- Pupils must, as a matter of routine, be given dedicated time to complete their purple pen of progress tasks.
- Self- and peer-assessment are embedded in classroom routines, with explicit teaching of how to give and receive constructive feedback.
- Feedback is differentiated to meet the needs of all learners, including those with SEND and higher/lower attainers.

- Verbal feedback is an impactful way of providing appropriate feedback to a pupil. When verbal feedback has been given, the pupil's subsequent work should show evidence of them working on the feedback given (using purple pen).
- Teachers are **not** expected to highlight all spelling, punctuation and grammar errors. Instead, the teacher should select 3-5 (e.g. high-frequency or homophone) errors maximum for correction. However, where **basic** spelling and punctuation errors are being made e.g. 'i' instead of 'I', these should be highlighted.
- There is an expectation that pupils will correct the mistakes made, particularly where they are repeatedly making the same mistake.
- Teacher must not move children on through the learning until the foundational skills are secure.
- If children have secured the learning objective, this is highlighted by the teacher in highlighter pen.



Assessment for learning strategies:

At St Mark's Primary School, we believe that assessment for learning is a vital form of feedback. Six core Assessment for Learning (AfL) strategies are embedded across all our year groups, including Early Years.

Strategy	Description
Direct observation	Teachers observe pupils during tasks to assess understanding and skills in real time.
Questioning	Strategic use of open and closed questions to uncover misconceptions and deepen thinking.

Feedback (Years 1-6)	Specific, actionable guidance given to pupils to improve work and understanding. (Appendix A)
Self-assessment	Pupils reflect on their own learning, promoting metacognition and self-regulation.
Peer-assessment	Pupils assess each other's work, developing critical thinking and collaborative skills. (Appendix B)
Formative assessment	Ongoing assessment to inform teaching and support pupil progress.

Presentation

- At St. Mark's Primary School, we strongly believe that presentation matters. Pupils should take pride in their work and are **expected** to maintain high standards of presentation at all times. In all subjects in key stage 2, pupils are expected to:
    - Date work and underline titles with a ruler and pencil.
    - Use black ink (not biro) for writing **only** when a pupil has received a 'pen licence'.
    - Proof-read writing very carefully.
    - Check that full stops and capital letters are accurate, correcting any mistakes before handing in work.
    - Check spellings, using key word banks or a dictionary when appropriate.
    - Foundational skills are secured at the earliest opportunity and it is the teacher's responsibility to ensure that the standard of written work follows the school's high expectations across all subject areas. The teacher must enable children to ensure that their skills are transferable across a range of subject areas.

Appendix A:

These are to be displayed in all classrooms except EYFS

Marking Guidelines

VF	verbal feedback given and follow on task to be completed in purple pen.
I, G or WS	Independent, Guided or With Support
✓	expectations met
O | CL | //	Circled where missing punctuation is. Capital letter error. New paragraph needed.
? ~	Look again and correct/improve. Something doesn't make sense.
sp	Spelling to be checked.
	Finger spaces
	Purple pen must be used in response to green marking.
	If the learning objective has been achieved, it is highlighted or ticked in pink.

Final checks:
Is all work dated with a clear learning objective?
Has all letter/number formation been identified?
Has previous marking and feedback been responded to by the pupil in purple pen?

Appendix B:

Effective Peer to Peer feedback:

According to research by Graham Nuthall 'The Hidden Lives of Learners', around 80% of the feedback pupils receive is from their peers. Of this feedback, around 80% is wrong. It is therefore important that pupils are given clear guidance on how to provide effective feedback to their peers.

David Didau 'The Learning Spy' advocates that feedback should be:

o Kind, but honest – it should be constructive and not overly critical or personal.

o Helpful (so that) – encouraging pupils to add the phrase 'so that' to the advice they give ensures that pupils are clear about why the advice should be acted upon. For example, 'use a more powerful verb so that it has more impact on the reader.'

o Specific – the advice given should be precise and focus on the success criteria being used.

To support pupils in giving effective feedback, teachers should:

o Model the process of providing feedback.

o Promote the use of subject specific vocabulary and therefore ban words which encourage superficial feedback e.g. 'It's good' or 'I like it.'

o Provide a positive learning environment where pupils feel safe and able to provide and receive feedback from their peers