

**Great Horwood
Church of England School**



**Feedback and Marking Policy
September 2025**

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." John 15:5



This Policy was reviewed and adopted: 17th July 2024

Updated in January 2025 with a few minor amendments. Reviewed in September 2025.

Next review: July 2027

Signed: T Williams (Chair of Governors)

Great Horwood Church of England School

Our Vision

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." *John 15:5*

Great Horwood CE School Ethos

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Inspired by Christian faith and rooted in the teachings, values and spirituality of the Church of England we embrace our core values of love, perseverance and respect where all individuals learn to value themselves and others.

We are committed to setting high standards of achievement within a caring and nurturing learning environment. We aim to provide opportunities for children to develop a curiosity of learning, a thirst for knowledge through play, and an exploration of the world around them.

Great Horwood School Feedback and Marking Policy

We believe that constructive feedback (either verbal or written) helps raise standards. These strategies form an on-going diagnostic record of achievement. Feedback makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It also ensures that the learners are aware of their own progress and how they can improve.

Aim

We believe a feedback policy, which is shared with both adults and learners will:

- Create a dialogue between learner and teacher/support staff or other adults
- Ensure continuity for the learner as they move through the school
- Signal areas of achievement/areas for development to adults and learners to inform future planning
- Aim to raise the achievement and self-esteem of learners by providing them with prompt, regular and diagnostic feedback about their work

Shared Principles of Feedback:

- Provides opportunities to celebrate and acknowledge achievement, progress, and effort
- Provides opportunities for prompt and regular written or spoken dialogue with the learner

- Teachers/support staff and learners are clear about the learning intentions of the task and the steps to success as feedback is related to these
- Teachers/support staff and learners provide constructive suggestions about ways in which the learner might improve his/her work
- Teachers/support staff and learners agree the next steps
- Teachers and learners follow up agreed targets to see how far they have been achieved

Effective feedback:

- Focuses on the key learning intention (KL) and skills (S), steps to success and the school's non-negotiables
- Provides both verbal and written feedback as appropriate
- Confirms that the learner is on the right track and suggests areas for improvement
- Provides learners with opportunities to assess their own and others' work and give constructive feedback
- Ensures that learners understand their achievements and know what they need to do next to make progress
- Encourages learners to comment on their own work before handing it in and gives learners time to act upon the feedback given by the teacher or another pupil
- Helps to inform the setting and achievement of curriculum targets
- Helps parents understand strengths and areas for improvement in their child's work.
- Provides the teacher/support staff with an evaluation of the lesson and informs the level and content of subsequent lessons;
- The GHW classroom feedback symbols are prominently displayed in the classroom.

Practices at Great Horwood School

Teachers & Support staff

- Verbal or written feedback will be given on written work in pupil's books including home learning in accordance with this policy (Key Stage 1 upwards).
- Feedback must be given as soon as possible and within the lesson where possible. Learners should have the opportunity to review their feedback in the next lesson for the subject.
- Teachers and support staff are selective in the aspects about which they choose to give feedback. The key learning intention (KL) steps to success criteria and the non-negotiables are the main foci for all feedback.
- Teachers and support staff may write feedback when relevant or necessary to comment on positive aspects of the work, next steps for learning or to give targets.
- Teachers and support staff will recognise effort as well as quality;
- Teachers and support staff may differentiate feedback ensuring that all learners know how they can move forward. This is achieved by modifying any written comments or number of symbols to suit the age and ability of the pupils (using the symbols from the classroom marking sheet).
- Where possible, feedback should be completed in class with the learner. This should be possible when working with an individual or in small groups. The teacher or support staff will use the **V** symbol to show verbal feedback

has been given in the lesson. Pupils need to respond to the feedback with a written comment or response at the same time depending on age and ability of the pupil.

- Where feedback is not completed with the learner each piece of work will have feedback given using the symbols on the classroom marking sheet. Teachers and support staff may write a written comment where relevant to the child's learning.
- Support staff should initial any feedback in recognition that they have given feedback to the learners they have been working with. Teachers need to ensure support staff are given time to give feedback to learners.

Foundation Stage

- In Foundation Stage verbal feedback is given during the classroom activity.
- Occasionally written work may be marked with I for independent, S for support or G for group work with next steps indicated where appropriate.
- Observations of the children are matched to the appropriate age band of the EYFS framework.

Pupils

- Learners are encouraged to reflect and comment on their learning and work themselves either before handing it in, or when feedback has been given by the teacher or support staff. This will be completed in blue pen and is dependent on the age and ability of the learner.
- By the end of year 2 learners will self-assess their learning at the end of the lesson by using the traffic light system and colouring a small red, yellow, or green circle next to the KL.
- Learners are given the opportunity to peer assess their work and consider individual targets that learners can set for themselves.
- Peer assessment may take the form of individuals, groups or as a whole class (e.g. reading a child's work as part of the teaching session of literacy to identify successful elements and improvement points).
- Learners show that they have read and understand the feedback given by making a reflective comment, a response or showing that they have acted upon the feedback.
- Time is planned into the lessons so that pupils have time to reflect, respond and act upon the feedback (e.g. at the start of the session);
- Blue pen is used by pupils from year 3 upwards to edit written work, make improvements and write their own comments and reflections.

Monitoring and Evaluation

Class teachers, subject leaders and senior leaders are responsible for the monitoring of the policy. Subject Co-ordinators undertake the work sampling in their subject to ensure a consistent approach to feedback and that it is in line with this policy. Strengths and areas for development are fed back to staff. Senior leaders oversee the above process and review and amend the policy as appropriate.

11 Policy Review


This policy is reviewed annually and should be read in conjunction with the following policies:


- Assessment for learning Policy
- Teaching and Learning Policy


Classroom Feedback at Great Horwood Church of England School


KL – Key learning: S - Skills

Next to the key learning adults use:

 Working below key learning intention

 Working towards the key learning


 Key learning intention achieved

 Key learning exceeded

I You worked independently on this work

S You had adult support with this work (+ initials of supporting adult)

G Group work


 Remember your finger space

✓ This is correct ● or underline/ not correct, please correct in blue

Ab Absent for more than 5 days please note in books.

ML Missed lesson (give reason i.e. music lesson, reading, dentist etc)

SP There is a spelling mistake here

 You need a new paragraph here

V Verbal Feedback has been given during the lesson (1-3 words to indicate the focus of the feedback e.g. capital letters, vocab choice, sentence length,

Teacher comments written in **purple** for **POSITIVE PRAISE**

Support staff comments written in **pink** for **POSITIVE PRAISE**

Next steps comments written in **green** for **GROWTH**

Child's responses and corrections written in blue pen.

Writing Non-Negotiables



















ALL written work **MUST** include:

Presentation

- All lines drawn with pencil and ruler
- Mistakes crossed with one line
- Date, L.I. and C underlined
- 2-square margin (maths)
- Drawings in pencil
- Editing and response to feedback neatly written in blue pen



Punctuation

 comma	 semicolon	 colon	 full stop	 exclamation mark	 question mark
 apostrophe	 quotes	 double quotes	 hyphen	 dash	
 stroke or slash	 parentheses or (round) brackets	 square brackets	 ellipsis	 asterisk	

Handwriting

- Neat and sitting on the line
- Letters well shaped and evenly sized
- Clearly defined ascenders and descenders
- Joined when appropriate

