

ST. VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



FEEDBACK POLICY

Mission Statement

*"We are called to be the hands and face of Jesus as we learn,
love and grow together"*

Reviewed: Autumn 2025
To be reviewed: Autumn 2026
Reviewed by: Finance and Operations Committee

Presented to LGB: 9th December 2025

FEEDBACK POLICY

At St Vincent de Paul School we understand the importance of providing meaningful feedback, which supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gaps. We believe children should be active participants in their learning and in turn this raises standard. All children are entitled to regular and comprehensive feedback on their learning, therefore all teachers will mark work and give relevant feedback as an essential part of the assessment process.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes rather than providing correct answers for them
- Alert the teacher to misconceptions so that the teacher can address these in subsequent lessons

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself supported by the design and preparation of lessons.

Intent

At St Vincent de Paul we mark children's work and offer feedback in order to:

- Have a consistent, age-appropriate approach.
- To show children that we value their work.
- To boost children's self-esteem through praise and encouragement.
- Ensure children are given specific information on the extent to which they have met the learning set for them.
- Provide strategies to help the child improve.
- Gauge children's understanding and identify any misconceptions.
- Provide a basis for summative and formative assessment to aid the tracking of progress.
- Provide a model to children that they can use to self-assess their own work.
- Provide the ongoing assessment that should inform future lesson planning.

Implementation

Where possible, feedback should be provided 'in the moment'- this is a dialogue that takes place between the teacher/teaching assistant and child, while learning is being completed. The younger the child, the more important it is that the feedback is verbal and immediate.

All staff will note errors that are made by many children, and these will be noted in future planning (in class assessment folders).

Written comments should be neat, written in the school handwriting script and written in red pen.

Where written feedback has been given, children should be given edit and improve time to respond to any written feedback the teacher has provided. Children are expected to respond to the written feedback, either by correcting their mistake or by writing their response. These corrections should be made in a coloured pencil or pen other than red.

Marking Strategies

Careful thought should be given as to how the pupil should receive their feedback. This can be ability, age and needs based.

Marking in the Moment

Marking in the moment is used to prompt deeper thinking or to swiftly address misconceptions. This often takes the form of verbal feedback and occurs through effective questioning, enabling to clarify or refocus tasks and enquiry. Mini plenaries, mid-lesson adjustments or written feedback may be used where misconceptions are remodelled or challenges provided.

Verbal Feedback

- Given during the lesson or after the lesson has taken place.
- Will be indicated by a speech bubble or the code VF.

Distance Marking

- Takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning.
- All work will be marked by the next lesson.
- A class assessment sheet will be completed for every lesson (see Appendix). This informs future lessons and highlights common misconceptions that need to be addressed.
- There may be a short-written acknowledgment, sticker, stamp or tick.
- Comments will only be made if the child can read and understand them.
- Comments/corrections will be made in red.

Self and Peer Assessment

- This is where pupils are given the opportunity to reflect on their own or others' learning; identify progress towards success criteria/targets and identify areas for improvement. Children will be taught how to self and peer assess for this to be successful.

Specific Subject Marking

Writing

- If verbal feedback has not been given, staff are expected to mark towards the learning objective.
- Long and independent writing opportunities will be marked after each piece and in time for the next session.

Spelling, Grammar and Punctuation

- In KS1, common exception or subject specific misspelt words will be underlined, and the correct spelling will be written above the word or in the column to the left. Between 2-3 spellings should be identified and will be written for the children to rewrite below. Year 2 will begin to independently identify a wrong spelling on a particular line.
- The marking code will be taught and implemented by the end of KS1 (see Appendix 2)

Maths

- Peer and self-marking occurs within KS2 however, teachers will oversee that this is correct and will check accuracy of marking
- If errors demonstrate a lack of understanding, the teacher may decide to take alternative courses of action. For example, with a small number of pupils, the teacher may arrange targeted interventions.
- Misconceptions will be dealt with by the teacher/TA with the pupil as soon as possible (Marking in the Moment).
- Where children have no errors, they will be given a next step to deepen understanding.

RE

RE books are marked for their RE content and not English with the following exceptions:

- Keywords and vocabulary are marked.
- Capital letters for names e.g. Jesus are corrected.
- Comments relate to the religious content.

Presentation

Where it is required, teachers should comment on number and letter formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Week proforma

Appendix 2

Marking Code

C	Capital letter
P	Punctuation
Sp	Spelling – (record 3 times)
//	New paragraph
	Sense
G	General grammar