



St George's Church of England Infant School

Marking and Feedback Policy

Non-statutory

Date of Policy: September 2026	Review cycle: Every 3 years	Review date: September 2029
Approved by: Head Teacher Chair of Governors	Approval date: 1st September 2026	Policy lead: Curriculum lead

Let your Light shine (Matthew 5v16)

The 6 Principles of Nurture:

These principles underpin all teaching and learning at St George's, ensuring that our classrooms are safe, inclusive and supportive spaces for every child to grow and thrive.

1. Children's learning is understood developmentally.
2. The classroom offers a safe and secure base.
3. Nurture is central to wellbeing and learning.
4. Language and communication are vital for connection and understanding.
5. All behaviour is communication.
6. Transitions are recognised and supported as significant moments in a child's life.

Purpose and Core Principles

All feedback should be meaningful, manageable and motivating.

At St George's, the purpose of feedback is to move learning forward. Feedback should help children recognise their achievements, understand their next steps and develop increasing ownership of their learning. The most effective feedback is provided during the learning, through high-quality interactions, questioning, modelling, verbal feedback and live marking. This enables teachers to respond to children's understanding in the moment and informs future teaching and assessment. Written feedback is used selectively and purposefully, where it will have a clear impact on learning.

Feedback should:

- Move learning forward by addressing misconceptions, reinforcing understanding or providing appropriate challenge.
- Celebrate and recognise achievement, helping children understand what they have done well.
- Help children identify and act upon next steps, developing independence and ownership of their learning.
- Inform future teaching and assessment, enabling teachers to respond to children's needs and adapt teaching accordingly.

Feedback should be specific, clear, purposeful and appropriate to the age and stage of the child. The approach to feedback will reflect the developmental progression from Preschool and EYFS through to the end of Key Stage 1, with children becoming increasingly able to reflect on, respond to and act upon feedback independently.

Children should know that their learning has been noticed and valued. All learning should be acknowledged appropriately, but this does not mean that every piece of work requires written marking.

What feedback looks like at St George's

Feedback at St George's is primarily immediate and responsive, taking place as close as possible to the point of learning. Teachers and teaching assistants use their professional judgement to determine the most appropriate form of feedback for each child and task.

Immediate feedback - at the point of learning

Immediate feedback is the preferred approach at St George's. It takes place during lessons and learning activities through:

- Verbal feedback and discussion with individuals, groups or the whole class.
- Questioning and responsive teaching to identify and address misconceptions.
- Live marking, including brief annotations, corrections or modelling made alongside the child.
- Modelling or demonstrating improvements directly in a child's work.
- Providing appropriate support, challenge or a next step in response to the child's learning.

Where appropriate, children should be given the opportunity to act upon feedback immediately, so that feedback leads directly to improved learning.

There is no expectation for verbal or live feedback to be recorded. The impact of feedback on learning, rather than evidence of the feedback itself, is the priority.

Summary feedback - at the end of learning

Teachers may use brief summary feedback at the end of a lesson, activity or sequence of learning to recognise achievement, address common misconceptions or identify learning that needs to be revisited.

This may be delivered verbally to an individual, group or class and should inform future teaching where appropriate.

Review feedback - away from the point of learning

Teachers regularly review children's work to assess understanding, recognise achievement and inform future teaching.

Written feedback is used selectively and purposefully, where it is likely to have a positive impact on the child's learning. There is no expectation to provide a set number of written next steps or to write comments on every piece of work.

Where written feedback is provided, it should be clear, accessible and appropriate to the child's age and stage. Children should be given an appropriate opportunity to respond to the feedback.

Written Marking

Written marking is one form of feedback and should be used selectively and purposefully. It should only be provided where it will have a clear impact on the child's learning.

Teachers should:

- Use their professional judgement to determine when written marking is appropriate.
- Ensure written feedback is clear, specific, accessible and appropriate to the child's age and stage.
- Focus feedback on the most important next step that will move the child's learning forward.
- Provide children with an appropriate opportunity to respond to written feedback.
- Use written feedback to inform future teaching, planning and assessment.
- Recognise achievement and effort where appropriate.

A tick or other simple acknowledgement may be used to indicate that work has been checked or completed successfully. Ticks are not considered written feedback requiring a written response from the child.

There is no expectation for every piece of work to receive written comments or a written next step, and there is no prescribed quantity of written feedback. The frequency and nature of written feedback should reflect the needs of the child, the learning and the task. Simple acknowledgements, such as ticks, may be used where appropriate.

Adult written marking should be completed in green pen and in the school's agreed cursive handwriting style, supporting the consistent modelling of handwriting across the school.

Where appropriate, children in KSI should use their purple polishing pen to respond to written feedback and make improvements to their work.

Purple Polishing Pen

The Purple Polishing Pen is used in KSI to help children take an active role in responding to feedback and improving their learning.

Children are encouraged to use their purple polishing pen, where appropriate, to:

- correct errors and misconceptions;
- respond to teacher feedback;
- edit and improve their writing;
- add detail, vocabulary or ideas to their work;
- improve spelling, grammar or punctuation; and
- make improvements that help demonstrate their learning more effectively.

The use of the purple polishing pen will be introduced gradually and according to the developmental stage, understanding and independence of individual children. Teachers should use their professional judgement to determine when a child is ready to respond independently to feedback in this way.

Purple pen should represent improvement and response to feedback, rather than simply correction. Children should be supported to understand that revisiting their work is a positive part of the learning process.

Subject-specific expectations

English

Feedback in English should focus on helping children develop as writers and respond to the learning intention. Live verbal feedback should be used wherever possible to address misconceptions, develop vocabulary, support composition and improve spelling, grammar and punctuation.

Teachers should use their professional judgement to identify errors or areas for improvement that are appropriate to the child's current knowledge and capabilities. Teachers should select up to three spellings for correction, based on the child's current phonics knowledge and understanding of common exception words. Where a spelling is identified for correction through review feedback, the correct spelling should first be modelled and the child should then practise writing the word three times using their purple polishing pen.

Children should be encouraged to recognise and discuss what they have done well, with verbal recognition used to celebrate successful aspects of their writing.

Maths

Feedback in Maths should focus on developing mathematical understanding and addressing misconceptions. Live verbal feedback and marking should be used wherever possible to address errors and support children to improve their mathematical thinking.

Where a calculation requires correction, a dot placed alongside it will indicate that the child should revisit and correct it using their purple polishing pen.

Where corrections are required following review of work, teachers should select up to three examples for the child to correct independently. Corrections should be selected according to the child's understanding and capabilities. Where a child has made further errors or demonstrated a misconception that cannot be addressed through independent correction, this should inform future teaching and/or planned intervention with adult support, rather than result in extensive written corrections.

Foundation Subjects

Feedback in foundation subjects should be primarily verbal and live, enabling teachers to address misconceptions, develop subject-specific vocabulary and extend children's understanding during learning. Written feedback should be used selectively and only where it has a clear purpose and will contribute to the child's learning.

Preschool and EYFS

In Preschool and EYFS, feedback is primarily provided through high-quality adult-child interactions, including questioning, modelling, discussion, encouragement and responsive teaching.

Adults should use feedback to support children's language, thinking, understanding and independence within both adult-led and child-initiated learning.

The developmental stage and needs of individual children should guide the nature of feedback and the level of adult support provided.

The following codes are used to support the recording of children's learning:

Code	Meaning
I	Independent learning
L	Low level of adult support
M	Moderate level of adult support
H	High level of adult support

Monitoring and Evaluation

The implementation of this policy will be monitored by the Senior Leadership Team and subject leaders through a range of monitoring activities, including learning walks, lesson observations, work scrutiny and pupil voice.

Monitoring will focus on the consistency, quality, impact and manageability of feedback, rather than the quantity of written marking.

Leaders will consider whether:

- feedback is appropriately focused on moving learning forward;
- live and verbal feedback is being used effectively;
- written feedback is purposeful and proportionate;
- children are given opportunities to respond to feedback and improve their learning; and
- feedback is informing future teaching and supporting pupil progress.

Findings from monitoring will be used to identify effective practice, address inconsistencies and inform professional development where appropriate.