



*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

FEEDBACK & MARKING POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Christian Distinctiveness and Vision

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Our Christian Vision, *'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love'* is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world.

We have designed our curriculum to be inclusive, inspiring and nurturing with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We encourage children to appreciate their environment and to develop an understanding of their impact upon the local community and the wider world.

At Bream Church of England Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential. Our school curriculum is underpinned by the Christian Values that we hold dear at our school. These are forgiveness, truthfulness, friendship, respect, courage and trust. They help us to support the pupils social, spiritual, emotional and cultural development.

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.

2. Aim

Our partnership of schools believe that all children's work is valuable and should be treated with respect. Providing effective feedback through reflecting, correcting and extending skills and knowledge is essential in order to move learning forward.



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3. Feedback

Feedback aims to accelerate and direct learning to celebrate success and highlight next steps wherever you are on your learning pathway. Wherever possible, feedback will take the form of a conversation (either verbally or as responses to written comments) between learner and teacher. Not all work will be marked. Where verbal feedback has taken place, this will be indicated using the code VF.

Written feedback will provide **positive comments – Ticked Pink** and **points for reflection / correction / next steps – Green for Growth** using pink and green pens. Children will edit and improve their own work using **purple polishing pens**. Learners will be given time to act on feedback provided.

In Reception and Year 1, stampers will sometimes be used as a method of feedback.

Marking codes outlined in Appendix 1 are used to provide feedback. These codes will be displayed in every classroom.

When marking spellings in a piece of written work, teachers will exercise their professional judgment as to which words and how many words should be corrected. This will be based on the child's individual learning needs.

4. Support Codes

The following support codes are written in books by staff giving an indication of the level of independence of the pupil when producing the work. If no support code is used, the work has been completed by the child independently.

Supported	S
Minimal Support	MS
Scribed	SC
Equipment used	E

5. Marking in Mathematics

When marking mathematics work pink comments will highlight success against the learning objective and green to give next steps feedback. Next step feedback can be given in the following ways:

A reminder prompt e.g. *Look at your calculation, explain to me what the problem was and how you tackled it.*

A scaffold prompt e.g. Model a method then provide children with an example to attempt or direct them to have another go at a question.



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Correct answers will be marked with a pink tick. If children have made a mistake then any answers that need to be corrected should be marked with a green dot.

Children are supported through small group or 1:1 same / next day intervention as a means to act on feedback and move forward in their learning.

5.1 White Rose Maths

The White Rose approach to maths encourages pupil-teacher dialogue throughout the lesson. As such, the majority of feedback will be given immediately in verbal form and through whiteboard tasks (guided practice). There will be occasions where it is appropriate to apply the next steps feedback outlined above.

6. Sentence of the day and Daily Spelling Tasks

These activities are not always marked. However, where marking has not taken place feedback will be provided either on an individual, small group or whole class basis. Pupils may also get the opportunity to share their sentences and the grammar that they have included.

7. Peer Marking

Where peer marking is used it is monitored by the class teacher and if necessary, feedback will be provided in line with this policy.

8. Feedback in EYFS

In EYFS, the majority of feedback will be provided verbally. The level of independence will be indicated.

Any adult led work that has been recorded by the child will either be marked with stampers or pink comments saying what the child can do and green comments for next steps. These comments link to the Development Matters and are to inform the adults not for the children to read.

This policy supports the Teaching and Learning policy.

This policy is available on the school website: www.breamcofe.co.uk/policies

Paper copies are available on request from the School Office.

Appendices Overleaf



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Appendix 1: Marking Code

	
Bream C of E Primary School – Marking Code	
Sp	Spelling
P	Punctuation/capital letters
^	Insert missing word
//	New paragraph
[]	Remove section
*	Insertion placed elsewhere
T	Tense
School	Correction
VF	Verbal feedback given
	Editing in purple 'polishing' pen
	Tickled Pink (strengths)
	Green for Growth (areas to work on)