



All Saints C of E Infant and Nursery School

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Selston C of E Infant and Nursery School

Feedback and Marking Policy

*"Opening Hearts and Minds through the Grace
and Love of God"*

Policy:	Feedback and Marking		
Approved by:	LGB		
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1	Sept 25	JR – Executive Head	Initial version.

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening Hearts and Minds through the Grace and Love of God

At All Saints and Selston C of E Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Feedback and Marking Policy

Rooted in the Christian Values of Love, Service, Forgiveness, Truth and Resilience

1. Purpose of the Policy

This policy sets out a consistent approach to feedback and marking that reflects our Christian vision. Our aim is to ensure that feedback:

- Nurtures every child with **love**, recognising their worth and celebrating their efforts.
- Encourages **service**, helping children support one another in their learning.
- Models **forgiveness**, allowing children to learn from mistakes without fear.
- Promotes **truth**, offering honest, clear guidance that helps children grow.
- Builds **resilience**, enabling children to persevere and improve over time.

2. Principles of Effective Feedback

Feedback in our school is guided by both educational best practice and our Christian values. It should be:

- **Loving:** Warm, encouraging and focused on the child's strengths.
- **Truthful:** Clear, accurate and honest about what has been achieved and what needs improvement.
- **Forgiving:** Supportive of mistakes as natural steps in learning.
- **Service-minded:** Helping children understand how they can support themselves and others.
- **Resilience-building:** Encouraging children to keep trying, practising and refining their skills.

Feedback should also be:

- Timely and given as close to the learning moment as possible.
- Mostly verbal, especially for younger children.
- Specific, focused and developmentally appropriate.
- Actionable, enabling children to respond immediately.
- Consistent across the school.

3. Types of Feedback

3.1 Immediate Verbal Feedback (Most Common)

Verbal feedback is central to our practice and is delivered through positive, nurturing interactions.

- Given during play, exploration group work or independent tasks.
- Helps children adjust their learning straight away.
- Includes praise, modelling, questioning and gentle correction.

- Is clear and honest and treats mistakes as learning opportunities.

Examples:

- ‘You tried really hard with that. Let’s look together at how to make the next letter even clearer.’
- ‘You counted carefully. Can you check again to be sure?’

3.2 Non-Verbal Feedback

Non-verbal cues support children sensitively and respectfully.

- Smiles, nods, gestures or modelling.
- Visual prompts such as pointing to resources, or use of Widgit signs and symbols.

3.3 Written Marking (Used Sparingly)

Written marking is minimal and purposeful.

- Simple pink and green pen marking is used to highlight strengths (pink) and development areas (green).
- Short comments are used only when meaningful, in the correct colour.
- In Reception and Year 1, comments are mainly for adults.
- In Year 2, brief prompts may encourage independence and resilience.

Examples:

- ✓ for correct
- ● for a simple next step (Year 2 only)

3.4 Feedback in the Early Years Foundation Stage (EYFS)

Feedback is embedded in play and interaction.

- Adults model language, extend thinking and celebrate effort.
- Observations are recorded only when they add value.
- Children are encouraged to reflect on their learning.

3.5 Peer and Self-Feedback

- Introduced gradually and always modelled by adults.
- Children may share work with a partner using simple prompts.
- Visual tools (e.g., smiley faces, traffic lights) may be used in Year 1 and 2.

4. Marking Expectations

To ensure consistency:

- All work is acknowledged in some form.
- Marking is purposeful, proportionate and manageable.
- Errors are addressed sensitively.
- Correct letter and number formation is modelled consistently.
- Misconceptions in maths are addressed immediately through verbal feedback.
- Marking should build resilience, encouraging children to keep improving.

5. Responding to Feedback

Children are supported to:

- Act on verbal prompts during the lesson.
 - Practise corrections or improvements with adult guidance.
 - Revisit learning in short follow-up tasks (mainly Year 2).
 - Celebrate progress through displays, sharing time and positive reinforcement.
- This process helps children grow in resilience and recognise the value of effort.

6. Monitoring and Consistency

Leaders will:

- Review samples of work to ensure consistency.
- Observe feedback in action.
- Support staff through coaching and professional development.
- Ensure the policy remains manageable and aligned with our Christian values.

7. Communication with Parents and Carers

- Parents and carers are informed about how feedback works in our school.
- Reports and meetings highlight progress and next steps.
- Staff share ways parents can support learning at home.
- Communication reflects our values of love, truth and service.

8. Workload and Wellbeing

This policy aims to:

- Prioritise high-impact feedback over written marking.
- Reduce unnecessary workload.
- Support staff wellbeing.