St Joseph's Catholic Primary School

'With God in our hearts, we learn and grow together on our journey through life.'

Feedback and Marking Policy

Approved	**Autumn 2025**
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Introduction:
In our day-to-day teaching, we aim to ensure that all pupils are constantly faced with challenging but achievable tasks, and that they successfully assimilate and apply the newly acquired knowledge and skills. Marking should provide feedback to each individual, provide encouragement through teachers' comments and rewards and challenge children with next step targets. Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. It should balance the desire to improve with the need to encourage. Three principles underpin our feedback strategy. Marking should be **meaningful, manageable and motivating.**

Aims:

- To ensure that feedback throughout the school is meaningful and personal to each pupil.
- To ensure feedback is timely and purposeful so that it advances pupil progress and outcomes.
- Teachers can gather feedback and assessments that enable them to adjust their teaching both within and across sequences of lessons.

Types of Feedback:
Feedback is a part of the school's wider assessment processes, which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. The feedback provided can be verbal or written. It may be given on a group basis as well as an individual one. It should be positive and any improvement comments made by the teacher should be constructive and take into consideration the pupil's ability. Consistency across the school is important, but this can come from consistent high standards, rather than unvarying practice. Comments should lead the children towards the setting of new goals, encourage them and give them the confidence to take another step in their learning.

Verbal feedback: Research tells us that the most effective feedback is that which happens at the point of learning and verbal feedback is the most useful and important way of giving effective feedback in order to move the learning on. This is where the majority of feedback happens at St Joseph's. We give a mixture of individual, group and whole class feedback. Whole class feedback occurs where the teacher has noted either misconceptions or points for improvement that could benefit the whole class. This normally will be shared at the beginning of a new lesson, but not always. The teacher may plan to target feedback to specific groups of children, depending on how widespread a certain misconception is. Individual feedback happens through conferencing with individual children.

Written feedback: Most written marking is for making corrections (e.g. calculations, spellings, punctuation) or for addressing basic misconceptions where a conversation may not be necessary. Comments put on a child's work needs to be primarily for the child to find out how he/she is getting on, and what he/she needs to do in the future in order to improve. Opportunities for children to respond to marking or self-correct their work should be given. Pupils are encouraged to identify their own errors where possible to promote independent learning and progress.

See Appendix 1 for a range of strategies effective feedback may include.

The key principles

1. The feedback that works best might differ across subjects and age groups. This is why we do not prescribe one specific type of feedback over another. What is absolutely essential is that feedback and marking is used to help pupils improve their work and make progress.
2. Feedback delivered closest to the point of learning is most effective to correct misconceptions and misunderstandings, and such feedback is used to help pupils improve their work and make progress.
3. All pupil's work should be reviewed at the earliest opportunity in order to impact on future learning. When work is reviewed, it will be acknowledged in a variety of different ways depending on the child and the activities.
4. Positive comments, which are outcome related, are fed back regularly to encourage and praise good efforts.
5. If a child is struggling with an aspect of their learning, feedback should provide guidance to support children to understand the concept being taught.
6. If a child is showing that they are consistently meeting expectations, there should be evidence of their learning being challenged and moved forward.
7. Time is given for children to look at and respond to feedback and marking.
8. Every one in five pieces of work should be marked in-depth for foundation subjects. The comments and next steps are specific to each child's learning focus.

Peer feedback and self-assessment by pupils

Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques.

Symbolic marking codes:

 **(LO achieved)** **1 (independent)**

 **(LO partially achieved)** **2 (some support)**

 **(LO not achieved)** **3 (full support)**

→ Next step (used at least weekly in English, Maths and RE)

VF Verbal feedback

HW+ - = Handwriting and presentation

✔✔ Excellent effort

SP Spelling (maximum 3 per piece of work)

D Look this spelling up in a dictionary and correct (KS2)

 Full stop

 Capital letter

 Punctuation error

T Tense

G Grammar

CC Child Conferencing

(Marking should be completed in green pen)

Presentation of Work

- Learning objectives must be clear on each piece of work.
  KS1: stickers may be used with learning objective and date printed.
  KS2: Pupils must write and underline the learning objective and date at the start of each piece of work.
- LO will start with an I can statement
- Dates and titles should be underlined, using a ruler.
- Teaching staff will mark in green pen.
- Pupils will independently edit in purple pen.
- Pupils will respond to feedback and marking in orange, ensuring that presentation of their responding is in keeping with their best standard of work.
- The short form of the date (e.g. 1.10.13) will be used in Maths, Science & Art/DT
- The long date must be used in English, Topic & RE work.

Feedback in Mathematics

- Triangles should be evidence on each piece of work as per our symbolic code.
- This may take the form of self-marking, peer marking or teacher marking.
- Where answers are either right or wrong, children can mark their own work, using an orange responding pen with the teacher leading the answers and the processes involved. This approach gives rapid feedback to children about their success in the lesson.
- Mini-plenaries to check answers will allow teachers to identify extra support needs at an early stage of independent work. Furthermore, children can use this process to develop their self-assessment and learn that making mistakes is part of the learning process.
- Quality marking may take the form of verbal feedback to a focus group. This may or may not be followed up with a written comment on the work.
- If a child has not understood the learning, there should be evidence of support put in place, through verbal feedback, written marking or an intervention.
- Teachers should provide a challenge activity if children are consistently solving problems correctly.

Children may be asked to respond to a written comment in orange pen by:

- Re-working a maths answer
- Identifying and explaining a mistake they have made
- The teacher may give a scaffolding comment such as:
  What is the same and what is different about…?
  How would you explain…?
  Is it ever/always true/false that…?

Feedback in English

- Triangles should be evidence on each piece of work as per our symbolic code.
- This may take the form of self-marking, peer marking or teacher marking and may be completed throughout or after the lesson.
- Quality marking may take the form of verbal feedback (VF) which must be noted on the specific piece of work. This may or may not be followed up with a full written comment on the work but will be evidenced by pupils editing in books in orange pen or in further work.
- Individual, group or whole-class verbal feedback may take place at the beginning of the next lesson, and pupils will be given the opportunity to reflect on and respond to this feedback.
- Next steps should be identified in English, Maths and RE at least weekly.
- If a child has not understood the learning, there should be evidence of support put in place, through verbal feedback, child conferencing, written marking or an intervention.
- Feedback will show guidance on spellings, punctuation and grammar as appropriate to the age of the pupil. For UKS2, written feedback would be indicated in the margin for pupils to locate and correct independently.
- If a child consistently meets expectations, feedback should show challenge to move the learning forward.

Children may be asked to respond to verbal or written feedback in orange pen by:

- Redrafting by adding an improved word, phrase or sentence.
- Redrafting a sentence with correct grammar and punctuation.
- Practising a spelling and correcting it in their writing.
- Identifying an error in a sentence when a teacher has marked a correction in the margin (Upper KS2).

Feedback in other subjects

The feedback and marking for writing should be used across all subjects where appropriate. The triangle code should be evidenced on each piece of work as per our symbolic code. Next steps should address misconceptions and allow for improvements to be made. Opportunities for working at a greater depth can be provided through specific and high quality questioning or activities. Feedback should link directly to the curriculum focus, i.e. in a piece of Science work marking should focus on Science. However, the development of basic English and Maths skills should be a focus.

R.E	How would you feel if you were in that situation? Why do you think John reacted like that? How could you use this advice/learning in your life today?

	Why do you think Christians follow this advice?
Science	How could you adapt this investigation? If you repeated this investigation again, what improvements would you make? What other factors could you change? What did you keep the same? If you changed 'X' how would that affect your results?
History	What would you find difficult about living in the Stone Age? Would you rather be a Roman or a Nomad? Explain your reasons.
Geography	What might Kingston look like in 20 years time? List two reasons why you might live in a volcanic region.

Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- personalised praise comments
- stickers - smiley faces, stars etc
- school and class reward systems such as house points
- Headteacher's Award
- Headteacher postcard home to parents

Marking in the Early Years Foundation stage

Work produced by children in Nursery and Reception is put into pupil's learning journeys.
In the Early Years Foundation Stage teachers and support staff will give oral feedback to children. Where appropriate, children's comments will be noted on the piece of work. Staff will indicate on pupils work if it was completed independently or supported by a member of staff. An explanation of the marking system in Early Years is stuck into the front of every child's Learning Journey (see Appendix 2).

Appendix 1

Teachers are expected to use a range of appropriate feedback strategies, either oral or written. These may include:

- Reviewing, not marking – collecting work in and scanning work to identify areas of strength and areas that need addressing. Making notes for own benefit and adapting future planning. Providing whole class, group or individual feedback.

- Self-Assessment – at the end of the lesson, pupils highlight/underline a specified skill used so teachers can easily assess if it's been used correctly.

- Questioning – high level questioning used to gain knowledge of the pupil's understanding

- Conferencing – Teachers take the time feedback to each child individually

- Picking up errors and misconceptions – addressing common errors and misconception in the next lessons.

- Self-marking – Children check their work themselves against a success criterion and correct if needed. Pupils could explain their own errors.

- Work sharing - marking a child's piece of work with the class using the interactive whiteboards/visualisers/scanned onto presentation.

- Peer assessment/feedback – pupils assess their own and others' work – giving feedback to each other (particularly focused on the learning objective). Could use sentence starters to support pupils to give constructive feedback.

- Mini plenaries – stopping lessons when needed to address misconceptions or provide additional challenge.

- Self-reflection - identifying their most effective word/phrase/sentence etc and why it worked well (pupils explain their choices).

- If I had 5 minutes more, I would…

- Check 5 and move on - maths marking stations

- Mixed up answers on the board - pupils given the answers, but not in the right order.

- What went well ✓✓ and next steps →

- Stickers, housepoints or stamps as a form of acknowledgement.

Appendix 2

My Learning Journey

Here you will find some of my best work. I hope they make you proud!

You might notice some marks on my work. Here's what they mean:

Ⓘ – I completed this work independently

Ⓢ – I had some support from an adult in my class

Sometimes I talk about my work and the adult writes what I've said.