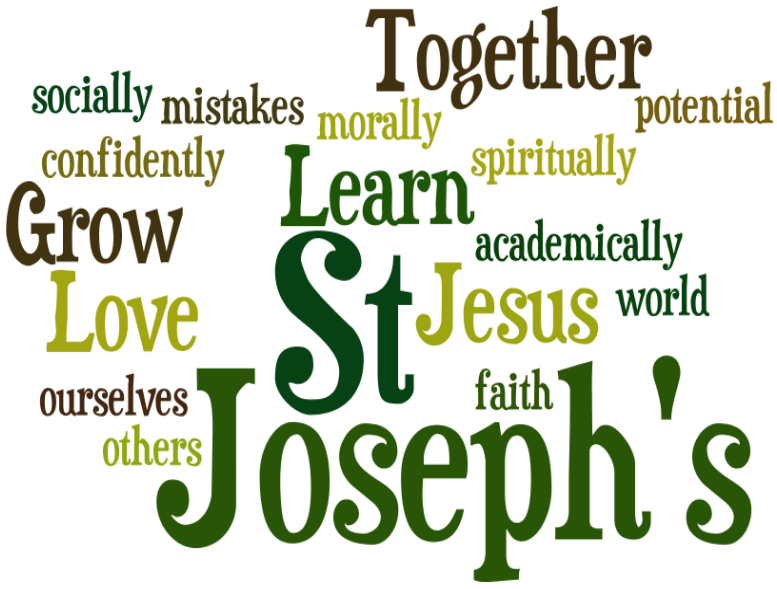
St. Joseph's
Catholic Primary School

FEEDBACK & MARKING POLICY



Date approved:	**Advent 2024 - LAC**
Date for next review:	**Advent 2026**

St. Joseph's
Catholic Primary School

Mission Statement:

At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback in improving learning outcomes.

The latest Education Endowment Foundation research on feedback and marking 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.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

The school has taken on board these findings alongside guidance from other educational experts when producing the following key principles and policy. Due to the changing nature of feedback and marking this policy will be reviewed bi- annually.

Key Principles

The sole focus of feedback and marking should be to further children's learning;
Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
Written comments should only be used where they are accessible to students according to age and ability;

- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using visualisers).
- Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged

in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form (see codes below).

Alongside the above we understand for effective feedback to take place the following must occur:
Children must understand what they are learning:
How this is achieved:
- The learning intention (may take various forms e.g. question or statement –which outlines the learning that will take place) is shared at the appropriate point that is best for the children.
- Success criteria are developed with the children. This may be done in a number of ways such as:
  Creating success criteria after appropriate modelling from the teacher (for a new topic)
  Children correcting or reordering a success criteria
  Through seeing an end product and identifying success.

Children are given opportunities to compare their work with the learning intention
How this is achieved:
- Children can articulate to peers and teachers their understanding of the task and how it links with the learning objective.
- Mini plenaries and use of visualiser enable children to analyse examples for success or improvement and further opportunities to magpie ideas.

Children are given opportunities to improve
How this is achieved:
- A range of feedback (see chart below) prompts children to edit and improve in purple pen (Yr2-6).
- Reviewing and improvement is ongoing through self and peer assessment in purple pen (Yr2-6).

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of these three common stages in the learning process:
- Immediate feedback – at the point of teaching e.g. verbally one to one, use of visualiser, mini plenaries and group work.
- Summary feedback – at the end of a lesson/task, beginning of the next lesson (This can include child led feedback –peer and self).
- Review feedback – away from the point of teaching including written comments and use of marking codes (see appendix chart).

At St. Joseph's, we believe that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement, especially for younger pupils. We place considerable emphasis on the provision of immediate feedback (verbal or written to an individual, a class or a group).

Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching for individuals, a group or the class (see example of whole class feedback for cold task).

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The following table shows examples of how feedback looks in practice at St. Joseph's.

	What it looks like	Evidence
Immediate	• Includes teacher gathering feedback from teaching, including mini whiteboards, book work, etc. • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting/annotations/use of purple polishing pen. • May use marking codes.	• Lesson observations/learning walks. • Evidence of annotations and use of marking codes. • Use of visualizer. • Mini plenaries.
Summary	• Takes place at the end of a lesson or activity. • Often involves whole groups or class. • Provides an opportunity for evaluation of learning in the lesson. • May take the form of self- or peer assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	• Lesson observations/learning walks. • Timetabled pre- and post-teaching based on assessment. • Evidence of self- and peer-assessment. • Reflected in selected focus targeted group (could be identified from whole class feedback sheet).
Review	• Takes place away from the point of teaching. • Involves written comments/annotations for pupils to read / respond to immediately when work is returned. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention, or immediate action. • Would take place at appropriate points in the learning cycle for all subjects.	• Whole class differentiated feedback at the beginning of the next lesson. • Acknowledgement of acting on prior feedback / effort, Learning Behaviour or an attribute of the work completed are specified. • Written comments and appropriate responses/action. • Adaptations to teaching sequences / tasks when compared to planning. • Use of annotations on planning to indicate future groupings.

- Marking is completed in green ink to contrast with children's work. Teachers writing must be neat and legible and follow the handwriting guidelines for St. Joseph's.
- Marking is in relation to shared learning intention and the child's attainment. The 'triangle' symbol will be used to reflect progress towards the learning objective.
- Marking may take various forms in a learning cycle:

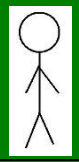
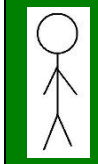
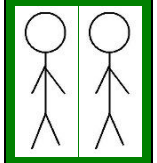
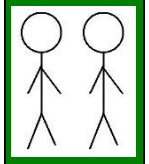
Marking	Explanation
A reminder prompt	reiterates the learning objective and success criteria or a key feature for the child to respond to.
A scaffolded prompt	the teacher prompts or suggests what could be written for the child to respond to.
An example prompt	the teacher models a choice of possible improvements, and asks the child to add one of their own or select from the teacher's.
A challenge	An extension for the child to try.
Spelling and grammar corrections	should be made appropriately, especially for key words or a particular learning objective / target. (See marking codes sheet)

Peer and Self-Assessment

- Children are expected to evaluate their own work before marking, taking into consideration the shared learning intentions, success criteria and their own targets.
- Children will have opportunities to peer assess using teacher guidance and the agreed success criteria for the task.
- Children will have opportunities to self and peer assess their use of our Learning Characteristics.

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Marking Codes all Key Stages

EYFS		Year 1		Year 2-3		Year 4-6	
	The child has achieved the Learning Intention.		The child has achieved the Learning Intention.		The child has achieved the Learning Intention.		The child has achieved the Learning Intention.
	The child is working towards and has partially achieved the Learning Intention.		The child is working towards and has partially achieved the Learning Intention.		The child is working towards and has partially achieved the Learning Intention.		The child is working towards and has partially achieved the Learning Intention.
	The child has worked independently.		The child has worked independently.		The child has not yet met the Learning Intention.		The child has not yet met the Learning Intention.
	The child has received adult support.		The child has received adult support.	?	Indicates the work is unclear and this must be addressed.	?	Indicates the work is unclear and this must be addressed.
The above codes may be used for children across the school with SEN and EAL		FS	Finger spaces are needed.	FS	Finger spaces are needed.		
		CL	Next to incorrectly punctuated word.	CL	Next to incorrectly punctuated word.	CL	In the margin / on the line where the incorrectly punctuated word is.

		SP	Next to an incorrectly spelt word.	**SP**	Next to an incorrectly spelt word.	**SP**	In the margin / on the line where the incorrectly spelt word is.
		P	Next to the word where punctuation has been missed or is incorrect.	**P**	Next to the word where punctuation has been missed or is incorrect.	**P**	In the margin / on the line where the punctuation has been missed or is incorrect.
		VF	Indicates that child has had verbal feedback to improve	**VF**	Indicates that child has had verbal feedback to improve.	**VF**	Indicates that child has had verbal feedback to improve.
				//	Next to the word where a new paragraph should begin.	**//**	In the margin / on the line where a new paragraph should begin.
				G	Next to the word or phrase where there is a grammatical error.	**G**	In the margin / on the line where the word or phrase has a grammatical error.
		✔ ✔	Indicates something is really impressive (word, phrase, use of punctuation etc.).	✔ ✔	Indicates something is really impressive (word, phrase, use of punctuation etc.).	✔ ✔	Indicates something is really impressive (word, phrase, use of punctuation etc.).
Maths							
✔		Indicates correct.		•		Indicates an error.	

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