

FEEDBACK AND MARKING POLICY

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RATIONALE

Teachers at St Joseph's ensure that all pupils have their work responded to in such a way that it is meaningful, manageable and motivating with a clear view to rapidly improving learning, developing pupil self-confidence and raising self-esteem. Pupils in receipt of the Pupil Premium Grant (PPG) are prioritised to ensure an equitable approach as part of our Pupil Premium strategy.

At St Joseph's, we believe that the most effective feedback happens through discussion and personalised approaches and this can take place in a variety of different ways including 1:1, group or whole class discussion and feedback sessions. Our strategy places an emphasis on all teachers regularly engaging with pupils in a discussion based manner and is based on a combination of pupil conferencing and class conferencing opportunities, underpinned by written and verbal feedback.

All feedback at St Joseph's Catholic Primary School will:

1. Positively and rapidly move learning forwards
2. Be clear, meaningful and precise
3. Be consistent
4. Inspire and motivate pupils to improve their learning
5. Follow the Mark for Impact strategy

AIMS AND OBJECTIVES

- Pupils are regularly given effective feedback, verbal and/or written, in order to move their learning forward.
- Teacher time is used effectively for maximum impact on pupil progress and attainment while reducing workload;
- All pupils know how to improve and are actively involved in reflecting upon their learning.
- A clear, supportive dialogue between adults and pupils is visible within lessons, in books and during meetings
- Pupils are regularly inspired by the good practice of their peers and through modelled examples which they reflect on during class conferencing sessions;
- Learning is put into context with real life models of success/misconceptions being meaningfully pupil led;
- Feedback is often discussion based (either whole class, group or individual) and effectively communicates next steps through a positive dialogue with the teacher;
- In class conferencing, teachers are able to address areas that will quickly move the learning of the whole class forward while supporting pupils individually with deep marking and pupil conferencing sessions;

The following table outlines the structure of our combination approach to high quality, effective feedback.

CONFERENCING	
PUPIL CONFERENCING	CLASS CONFERENCING
• Focus is on a collaborative discussion regarding strengths and positive progress, misconceptions, review of progress towards achievement, targeted support for securing a detailed aspect of learning (e.g. column subtraction, apostrophes); • Reinforces the school's general high expectations for presentation, handwriting and spelling; • Further develops a positive teacher/pupil relationship and boosts confidence.	• At regular key points in an English unit (Writing) and, as appropriate, for Maths and other curriculum areas; • Reflects on achievement of LO, whole class strengths, misconceptions, individual achievement, next steps; • Frequently uses examples of pupil's work to model achievement, misconceptions etc, for example by using the visualiser; • Reinforces the school's general high expectations for presentation, handwriting and spelling; • Identifies focus group/individuals that the teacher will be working with during next steps;

Evidence of feedback and progress

Feedback and progress will be evidenced through the use of the marking code (appendix A).

All work must be acknowledged by the class teachers and every child must have at least one piece of in-depth marking in Writing and Maths, by the class teacher each week. It is recommended the marking is rotated and shared between the class teacher and teaching assistant. It is recommended that 'live' marking takes place as a part of the teaching and learning, to give maximum impact for the learners during the lesson. This will also reduce teacher workload outside of the lesson time. Children will receive next step targets where appropriate and this should lead into the learning of the next lesson. If given a specific next step the children need to be given time to respond. If there is a significant misconception or need, this is likely to be addressed verbally as it is more effective, particularly in KS1 where comments cannot be read independently.

Each child should receive a next step target for them to respond to when a detailed mark takes place. This will enable the teachers to consolidate in an area or indeed allow the pupil to show how far their understanding goes. This can then be used to assess next steps / groupings / interventions etc. All marking should be carried out using a green pen.

Often marking may not take place until after the children have had the chance to self-edit their work. Peer meetings, where children give feedback to each other, will also give the opportunity for children to find their own ways of making their work the best it can be. Any self-editing will be carried out in a purple pen so that it is clear where a child has decided to make improvements.

Making the improvement

Time for improvements may be planned within the same lesson, at the start of the next lesson or at another appropriate time to enable learning to move forward. Children typically show responses to "next steps" marking by using a purple pen. This allows any observer to understand the learning dialogue between child and adult.

Early Years Foundation Stage

In the EYFS, feedback will be in line with the above and, in addition:

- Feedback will be mainly oral to the children;
- Written feedback, reflecting the oral feedback, will be provided, bearing in mind that parents will be the main audience in order for them to help their children develop;
- Mark making will always be responded to by an adult (teacher and/or TA);
- The main thrust of feedback will be made through the Learning Journey books.

Peer assessment

Peer assessment opportunities are planned for by the teacher and used as appropriate dependent upon age and activity. Expectations for peer assessments are that each child will:

- ✓ Respect each other's work
- ✓ Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- ✓ Try to make suggestions as clear as possible

Self-Assessment

There will be opportunities for pupils to self-assess throughout the curriculum and it is expected that these skills should develop as children move up through the school. The marking approach is designed to enable children to be reflective about their own learning over time and to take responsibility for moving their learning forward.

VERBAL FEEDBACK

Throughout the lesson, verbal feedback can be given at any point, by any member of teaching staff, to help move a pupil's learning forward. This dialogue should focus upon successes, areas for development, next steps and to set targets for future learning.

USE OF VISUALISERS

Visualisers are a vital tool in each classroom and may be used to support feedback at any point, including during Class Conferencing sessions and to support peer or self-assessment models.

TEACHING ASSISTANTS

Teaching Assistants play a critical role in the delivery of the strategy through:

- complementing teacher feedback and provide additional insight
- supporting monitoring of pupil progress towards achievement of identified targets (including understanding of independence)
- prioritising pupils in receipt of the PPG and those with SEND

Appendix A

Marking key for Mathematics

WALT met / WALT not met	WALT / WALT
WALT met with help	WALT
Verbal feedback	VF or VF
Next step	└ use more adverbs.
Correction	53 ~~~
Place value	P $\begin{array}{r} 230 \\ + 42 \\ \hline 65 \end{array}$
Place value (at the side)	P $\begin{array}{r l} 23 & \\ + 42 & \\ \hline 65 & \end{array}$
Fractions (KS1)	P written correctly
Fractions (LKS2)	P 1 digit / square
Fractions (UKS2)	P Single digit numerator / denominator in 1 square numerator and denominator in separate squares

Marking key for Writing

WALT met / WALT not met	WALT / WALT
WALT met with help	WALT
Verbal feedback	VF or VF
Next step	└ use more adverbs.
Doesn't make sense	~~~~~
Spelling (underlined to fix)	SP <u>becoz</u>
Spelling (in margin to fix)	SP becoz
HFW	HFW and underline
Continuous spelling (at bottom of text)	because <u>becoz</u>
Punctuation 1 (where is should go)	⓪ the cat sat on the mat ⓪
Punctuation 2	P the cat sat on the mat
New paragraph	//