



# St. Mary & St. Andrew's Catholic Primary School

## Marking and Feedback Policy

*We are guided by God who is at the centre of everything we do.*

*We support each other to be the best we can be to secure bright futures for everyone.*

*With our parishes, families and the community, we work together to create a school that is safe, happy, respectful and inspirational.*

*'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007).*

*'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Walkthrus; Tom Sherington and Oliver Caviglioli).*

*'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'* (Report of the Independent Teacher Workload Review Group)

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

### **Marking and Feedback at St Mary and St Andrew's Catholic Primary School**

At our school we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets, teachers will swiftly adapt their teaching accordingly.

Our policy aspires for our children to achieve highly. It supports staff to focus on rapidly moving learning forward and will generally focus on three specific areas: the task, subject, and self-regulation. Concrete examples of these three areas are outlined in Table A (at the end of the document) and are woven into our methodology. Feedback focused on a pupil's personal characteristics, or which provides vague and general comments, is unlikely to be as effective.

Marking	Purpose
Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback or short comments and examples written into the child's work. It occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries (stop/starts in learning) and mid-lesson adjustments or written feedback where misconceptions are remodelled, or challenges provided. An example in Mathematics would be to challenge a learner to represent their calculations in a different way (conceptual variation). For English, a learner might be challenged through use of vocabulary, sentence types or other grammatical choices that extend thinking.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to the children. Differentiated success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children in the most appropriate way for their professional practice and related to the age of the child.
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson and often throughout the lesson using a stop/start approach. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should be explicitly taught to enable children to identify their own mistakes and correct them accordingly.

### **Non-Negotiables Marking**

At St Mary and St Andrew's Primary school, the 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to move forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

### **What does this look like at our school?**

Just as pupils are required to be active learners, adults must be active teachers – dynamically moving around the room to identify and address the needs and progress of each child. This should be quick and remain positive, encouraging a Growth Mind-set, resilience, striving for accuracy and success, and be inclusive of all children's learning efforts.

- Teachers and all additional adults will effectively intervene in the moment and give feedback verbally, this may include the remodelling of misconceptions, consolidating learning or moving the learning forward.
- Dates, titles and learning objectives are checked and children are given the opportunity to correct if copied incorrectly, children must be reminded to use a ruler to underline neatly.
- Marking is focused upon lesson objectives and success criteria (differentiated accordingly) and used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson
- Non-negotiables of each subject will be reinforced so that children meet the required criteria

When marking cannot take place within the lesson, staff must:

- Mark each piece of work against the learning objective(s)
- Check dates and titles are recorded accurately and neatly presented
- Ensure the non-negotiables of the subject are met
- Use the information gathered to inform future planning

## Marking of Specific subjects

Marking of Mathematics	<ul style="list-style-type: none"> <li>• Incorrect calculations should be corrected rather than rubbing out the original calculation</li> <li>• The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified</li> <li>• Where it is required, teachers should comment on number formation</li> <li>• If marking remotely from the child, the teacher is expected to thoroughly mark the first few calculations.</li> </ul>
Marking of English, Extended Writing and Religious Education	<p>When marking learning in English, staff are expected to mark in detail one paragraph or several questions of the children's learning and then check the remainder</p> <ul style="list-style-type: none"> <li>• In KS 1, common exception or subject specific misspelt words will be identified and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or additional adult to be written at the bottom of the children's work for the child to rewrite three times. This links to strategies in our spelling programme, 'No Nonsense Spelling.'</li> <li>• In KS2, misspelt words will be highlighted. Children may be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or children will be provided time to do it before the start of the next lesson.</li> <li>• Where children have an identified special educational need, all staff to mark spellings in accordance to children's phonemic stage.</li> <li>• Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified and children must correct it.</li> <li>• Where punctuation is missing, a circle will be used to indicate this and the children will be asked to check their work to identify the missing punctuation for their whole piece of work.</li> </ul> <p>Where teachers would like a child to improve a sentence or short paragraph in order to move learning forward, a sentence may be underlined or a * will be added in the margin next to the section of work to be improved, then a line will be drawn or * added at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve.</p> <ul style="list-style-type: none"> <li>• Where children are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy) and then a self or peer assessment will be made.</li> <li>• During the teaching sequence for writing, the planning and writing phase will usually consist of daily writing built up over the week. Teachers will thoroughly mark each day to the learning objective and writing standards.</li> <li>• For short writing opportunities throughout the teaching sequence, non-negotiables and writing standards will be thoroughly marked. This will either be instant in the moment or remotely.</li> <li>• Final <b>independent</b> pieces of writing will be assessed by each year group's writing standard assessment grids to inform teacher judgements and future planning. In the child's book, teachers will tick only to ensure children feel proud and a sense of achievement in their independent writing.</li> </ul>

<p>Marking of All foundation subjects</p>	<p>Staff should ensure effective intervention marking in the moment and give verbal feedback to deepen children understanding during the learning.</p> <p>All foundation subjects will be marked against the learning objective(s) and will include:</p> <ul style="list-style-type: none"> <li>• Checking dates and titles are recorded accurately and neatly presented</li> <li>• Ensuring the non-negotiables of the subject are met</li> <li>• Using the information gathered to inform future planning</li> </ul> <p>Foundation subject marking is likely to look like a tick against the learning objective when criteria has been met and follow the same criteria for independent writing marking. For example, if a child has completed an independent writing task in Geography, the teacher will mark the piece of work against the geography learning objective but may also use that piece of work to assess using the writing standards assessment grids. Spellings that will be corrected will be subject specific vocabulary.</p> <ul style="list-style-type: none"> <li>• In PE feedback to children will be verbal and used to inform future planning and assess levels of attainment.</li> <li>• Feedback in art and design will be verbal and used to inform future planning and assess levels of attainment.</li> </ul>
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### **Edit and Improve Time**

For children to be able to respond to any marking which has happened remotely from them, time must be given for them to address any corrections. This must be executed in way decided by the professional discretion of the teacher but planned for with regularity and consistency.

### **Role of Other Adults Supporting Marking and Feedback**

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to. Teaching Assistants must have the lesson plan shared with them so they fully understand the learning objective being worked towards.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

### **Special Educational Needs and Disabilities**

When marking the work of children with Special educational Needs and Disabilities, we consider the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given, and the curriculum is

differentiated to meet each individual's needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

## **Praise**

Written praise in children's books is time consuming and rarely makes a positive influence on children knowing and remembering more. However, praise is vital to motivate and celebrate the work of children. Verbal praise must be given when children achieve the learning objective but it must be prioritised when children go *above and beyond* that which is expected of them. Teachers may use stamps, stickers and rewards to acknowledge excellent work, and this is to be undertaken at their professional discretion. However, the principle of fairness and consistency must be applied at all times and be in line with our behaviour for learning policy.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:





Teaching and Learning Policy

Behaviour for learning Policy

SEND Policy

<b>Last reviewed on:</b>	Autumn 2025
<b>Next review due by:</b>	September 2027

Table A – effective feedback methods. Table on the right indicates ineffective methods.

	Feedback more likely to move learning forward			Less likely
	<b>Task</b>  <p><i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i></p>	<b>Subject</b>  <p><i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i></p>	<b>Self-regulation strategies</b>  <p><i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i></p>	<b>Personal</b>  <p><i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i></p> <p><i>'Great work—you're brilliant at maths!'</i></p> <p><i>'This is ok, but you are better than this!'</i></p> <p><i>'You're a gifted historian—superb effort as always!'</i></p> <p><i>'This is poor work—I expect better from a student of your standard'</i></p> <p><i>'Fantastic work—you're a born Chemist'</i></p>
<b>KS1 examples</b>	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	
<b>KS2 examples</b>	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features.  'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	