St Joseph the Worker
Catholic Primary School

Marking & Feedback Policy

Mission Statement

With Jesus
We learn,
We care,
We listen
We share
so that He might be seen in the people that we are
and the things that we do.

March 2026

Review: March 2027

At St. Joseph the Worker, we recognise the importance of feedback as part of the teaching & learning process and aim to maximise the effectiveness of its use in practice. We are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other organisations.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to onerous written marking, which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group. Both professional bodies emphasise that marking should be meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

The purpose of this policy is to make clear how we mark pupils' work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Purpose of Marking and Feedback

Feedback is provided to encourage and motivate pupils to take ownership of their learning, achieve their best and progress further. It allows staff can see an opportunity to move learning on by:

- Addressing a misunderstanding/misconception.
- Reinforcing a key skill or key piece of information.
- Extending a child's understanding.

Principles

- Marking and feedback should be meaningful, manageable and motivating.
- The sole focus of feedback and marking should be to further children's learning.
- 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 to pupils as part of assessment processes in the classroom and takes many forms other than written comments, including verbal feedback.
- Our aim is to ensure that children are provided with timely and purposeful feedback that furthers their learning and progress, and that teachers can gather feedback and assessments which enable them to adjust their teaching both within and across a sequence of lessons.

General Practices and Procedures

Reviewing pupils' work can have different roles and purposes at different times and the best feedback to ensure progress is made should be identified by the teacher. The following are possible examples of methods of marking and feedback that may be used at St. Joseph the Worker Catholic Primary School. The **Mark Codes and Symbols** have been included in this policy as **appendices**.

Verbal Feedback:

In most classes it is recognised that verbal feedback will be the principal method of feedback to ensure that pupils receive immediate response to their work/activity, as part of continuous assessment, observations and discussions which will usually take place as the lesson occurs. Verbal feedback refers to discussion of work and direct contact with the pupil or a group of pupils and should include next steps as part of the discussion.

Class Discussion and Group Discussion:

Some or all children may need common misconceptions addressed. This may be provided as an extra input session; they may be supported in class during a lesson or at a later part of the day to progress with their learning. Discussions at any point during the lesson supports ongoing assessments, which in turn informs teacher's future plans.

Written Feedback:

Written feedback is not expected regularly in books, as verbal feedback direct to a child within the lesson has proved more beneficial in moving learning forward at a faster pace. However work should be evidenced with acknowledgment of pupil's work.

In Key Stage One, written comments will only be used for those that can read and understand them to move their learning forwards. **In Key Stage Two,** written comments should be used where meaningful guidance can be offered which has not been possible to provide during the class session or during a whole class feedback session.

Marking Scheme

Throughout our school a consistent approach to marking is essential. All staff and pupils should be made aware of the Marking Scheme codes that are used in their work relevant to their age group (Refer to Appendix). This will be reviewed regularly to ensure it is still valid and useful.

Symbol/codes are used to provide children and staff with a quick prompt to check certain areas of work (refer to Appendix 1).

Subject-Specific Marking

English: Teachers should aim for at least one 'deep' mark in independent writing books at the end of a taught unit, e.g., story, poem, report, etc. This will include what has gone well and what next steps (targets) may be.

RE: Key words which are misspelt or missing a capital letter, e.g., Jesus, will be corrected. As teachers in a Catholic school, we use the driver words linked to assessment levels to ensure quality teaching and assessment of R.E. in children's books – following the guidance within this policy so not over-reliant on written comments.

Other Subjects: Work may be marked with a system of ticks (see Appendix 1). Children self-assess in line with core subjects using the school's traffic light system.

Self-Correction and Self-Assessment

All pupils are encouraged and reminded to self-correct. In the Summer term of Year 2 or in Autumn term of Year 3, children begin to use Purple Polishing pens to demonstrate where self-correction, adaption or 'improving' has taken place.

At the end of selected pieces of work in English and Maths, children self-assess their own learning based on the LO/SC. This will take the form of a traffic light colour code (refer to appendix).

Peer-Assessment and Marking

Children are given opportunities to feed back to each other. In Key Stage 1 pupils are encouraged to read their work aloud to a talk partner in order to discuss where peers have achieved well. When talking about shared pieces of pupils' work we:

- Respect and value the work because they have done their best.
- Try and see how the writer has tackled the Learning Objective/Success Criteria.
- Recognise the good things seen in the work (WWW).
- Try to make suggestions positive.

Kathryn Poulter Assessment Lead

Review date: April 2027

Appendix 1:

MARKING AND FEEDBACK

Teachers mark in pink.

Children self-edit, self-evaluate and peer evaluate in purple

LO	Learning Objective (This is what I am learning today)
//	Start a new paragraph
^	Missing words or need to add detail
SP	***(in margin on line where spelling is incorrect)*** **-** Check and correct spellings
CL	Check where Capital Letters should be in your work
(P)	Check your punctuation: . ? ! , " " : ; ' ( )

Who did I work with?		**Children's Self-Evaluation - 'How do I feel about my work?'**	
WS	Worked with support from an adult	Red traffic light	**NOVICE:** I am just starting to learn this and can do it if I look at an example or ask for help.
I	Worked independently	Orange traffic light	**MASTERED with discussion/practise:** I am starting to understand this, but I need a bit more practise.
VF	Verbal feedback given	Green traffic light	**MASTERED with some GD:** I understand this well. I can do it on my own and I can explain to others how to do it.

Identifying attainment and progress – How well did I understand the LO?	
√	**Working towards**. LO not achieved. Needs to be revisited
√√	**On track**. LO achieved with good understanding
√√√	**Greater depth** of learning and understanding achieved
Underlined in green	**Example of LI achieved**