Archdiocese of Westminster

St. Joseph's Catholic Primary School

Hertford

'Together we grow in God's love, learning to be the best we can be'

Marking & Feedback Policy

Reviewed March 2026

Review March 2027

Marking and Feedback Policy

Introduction

This policy aims to give all members of the school community clear guidance for effective marking and feedback at St Joseph's School. This policy takes regard of the school's Mission Statement and Equal Opportunities Policy. We aim that pupils become self-evaluative and take pride in their learning.

Dylan William says that "to be effective, feedback should cause thinking to take place".

Aims and objectives

St Joseph's School is committed to

- providing relevant and timely feedback to pupils;
- showing that we value the pupil's work, and encouraging them to value it too;
- diagnosing areas for development and evaluating how well the learning task has been understood;
- creating a dialogue with the learner where the learner is actively involved in the process;
- raising aspirations;
- celebrating achievement;
- promoting self-assessment and peer assessment;
- gauging the pupil's understanding, and identifying any misconceptions;
- providing a basis both for summative and for formative assessment.

It is essential that pupils work as hard as their teachers. For this to happen, teachers need to ensure their pupils, know the correct answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

Key principles

Our policy has a core number of principles:

- The sole purpose of feedback is to further children's learning;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective;
- Feedback is a part of the schools wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons; allowing them to make good progress;
- Culture of trust in the class is developed in each classroom where all children are confident to change
- Pupils take responsibility for their own work and adults should not take away the hard-thinking from the pupil.
- Written feedback should be used if the child is unable to locate errors or needs extra modelled support.

Learning shown in lessons

Feedback is only useful if the children understand how feedback will support them in their learning journey.
Child should be able to answer the following questions:
What am I learning in this lesson?
What skills or knowledge am I learning?
How will I know if I have been successful in this learning?
Where am I on this learning journey?

In the moment feedback

At St Josephs, we believe that pupils make the most progress in lessons when the feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted in the moment feedback.
This is the most effective and manageable feedback for students and teachers. Teachers will use several strategies in lessons to feedback to children.
Throughout the lesson the class teacher and learning support assistants will use their time supporting individuals or groups of children. This will lead to a fluidity of grouping dependent on the needs of the children.

Strategies used in the lessons

The following strategies are used to assess and provide feedback.

Mini Plenary- This will take the form of teachers identifying misconceptions through effective AFL (Assessment for learning) and modelling, discussing and reviewing learning to the whole class.

Stop Gap Randomly selected work- Takes the form of asking a pupil to model or show work under the visualiser. The teacher then identifies where they have met the learning objective for the lesson and where improvements can be made.

Guided group - teachers will identify a group of children either within the lesson or before, that all have a similar area of learning that needs to be addressed. The teacher will then pre teach, add challenge or recap over previous learning with this specific group.

Live conferencing-This will take the form of teachers identifying individual pupils in a lesson and supporting, challenging or correcting errors seen in the moment by the teacher.

Marking stations-In maths lessons answers for the questions children complete during their independent activity are placed at marking stations across the classroom. Children independently walk to the marking station and correct any mistakes made.

Peer to peer- Pupils use peers to check their work against the success criteria. What this looks like: Pupils will place one book on top of the other and both children will read the work aloud checking the success criteria. The author then will make changes to improve the work using a purple pen.

Frequency

Most feedback should be in the moment but due to the nature of some independent activities books and all learning will need to be looked at after the lesson. Teachers will read all the children's work and use this to inform their planning and interventions

- Children will have at least one live 'over the shoulder' feedback with the class teacher (years 1-6) with an adult (nursery- reception) a week.
- Teachers will aim to have all children in a guided group once a week.
- Children will have the opportunity to peer mark work once a week.
- Impact of the feedback should be visible.

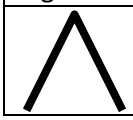
Recording of feedback

All children in **Years 1-6** will use a purple pen to correct, extend and improve their work. Whenever feedback is given children will use their purple pen to indicate this by a writing their improvements, adding omitted punctuation, correcting spelling, extending ideas, correcting mathematical errors.

In Reception adults to use purple pens to model improvements and identify areas for children to make

Examples	
<u>Questions to extend learning :</u> Teacher: I see you have written about the main causes leading to WW2. Can you identify, in your opinion the most important factor, explain why you think this?	**<u>Corrections</u>** Teacher: I can see you have tried multiplied a two-digit number, but you have made a calculation error on 3x4.
<u>Specific teaching point:</u> Teacher: You have written a good description of a goblin. Rewrite the second sentence and use three adjectives in a list.	**<u>Explanations</u>** Explain how you know…..(the rule) here Will 50 be in the sequence? How do you know? How do you know 81 is a multiple of 3? Explain how you know 6x6 can't be 35 What tips would you give someone who's learning to… What's the quickest way to…?

<u>Marking codes</u>

For staff	
	Missing or incorrect punctuation
2 4 + <u>1 6</u> 4 1	Point of error in calculation Or whole calculation circled
* in Margin sp	Spelling mistake or punctuation
e.g. the|cat	Finger space required
	Missing word or phrase