



ST JOHN FISHER

CATHOLIC PRIMARY SCHOOL

Marking and Feedback Policy

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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Expectations](#)
4. [Workload](#)
5. [Marking](#)
6. [Feedback](#)
7. [Remote learning](#)
8. [Improvement plans](#)
9. [Monitoring and review](#)

Appendix

- A. Marking Symbols

Statement of intent

At St John Fisher, we regard every individual as unique and special in God's family. It is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well.

"Let all that you do be done in Love" is our Mission Statement which guides all practice.

St John Fisher understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops a consistent approach across the school

We aspire to:

- To ensure that children know and can say what they are learning and how it links to previous learning
- To feedback effectively, both verbally and through marking, during guided group activities, dealing with misconceptions and extending learning
- To develop children's ability to self-evaluate and peer-evaluate their written learning.

1. Legal framework

The policy is implemented in conjunction with the following school policies:

- Remote Education Policy
- Primary Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

3. Expectations

Teaching staff are expected to:

- Provide high quality instruction, including the use of formative assessment strategies, before providing feedback.
- Judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class, in order to provide appropriately timed feedback.
- Judge whether written or verbal feedback should be given
- Carefully consider how to use purposeful verbal feedback.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Provide positive and pupil-friendly marking and feedback.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.

Pupils are expected to:

- Try their best with any work they complete
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and respond to marking and feedback
- Take responsibility for their learning.

4. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

5. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- Improving the self-belief and confidence of pupils
- Giving clear guidelines for improvement
- Providing effective communication between pupils and teachers

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways

- Stickers placed on work
- Praise in front of whole class
- Displaying excellent work around the school
- Postcards Home

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

General Marking

- Marking and feedback comments will be represented in an **alternative colour to the children's work**
- Children respond, using a green pen
- Marking shows if extra support or group work has taken place where not explicitly evident – see appendix 1
- Marking should focus upon giving effective feedback on learning and be kept to a **minimum so that it is manageable**
- Comments must take the learning on and be evident in books
- Children can self-assess showing their understanding of the task by drawing smiley straight, downwards face /traffic lighting their work or in another way
- Marking may begin with a positive comment related to the child's effort or achievement
- Simpler comments are to be written in KS1 and stamps and stickers to encourage children

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in maths

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- **If a pupil is excelling at a particular task, provide them with work that will deepen their understanding**
- Work is checked for accuracy, this can be done by the children themselves where appropriate,
- **Making is regular and timely to ensure misconceptions are addressed each week.**
- Verbal feedback is given often in class to groups, individuals and the whole class and relates to the learning intention.

Marking in English

- Praise and highlight good work
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group highlighted through in line, margin, or end of work symbols.
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking
- When creating a longer piece of work, the work is assessed during the learning process, not at the end

Religious Education

- In RE, marking should be RE based and look to deepen understanding and involve challenge question
- Marking may occur during the lesson to ensure that misconceptions are identified and corrected.
- Spellings of key RE words will be corrected
- Prayer books are not to be 'marked' in the same way as they are a personal reflection on prayer

Marking Principles in non-core Subjects

- Next steps for learning are given in History and Geography, and skills-based comments are given in Art and DT where appropriate.
- Progression is evident in books and build on children's understanding from the previous lesson
- Questions are written to take learning on and to present challenge

Children's Responses

- Children's Responses change with subject and age, but the expectation is that if a question is set, children respond to it. Children respond in green pen.
- Children's response depends on their age and development and will be made accessible (eg scribed by an adult if needed)

Presentation

- Workbooks are clearly labelled with **child's name and class**; these are updated when a new book has started
- Learning Objective is written at the top of the page and underlined
- The long date will be written in most books, apart from maths books where the short date can be written
- If children **make a mistake** a single line used to strike it out, once.
- Lines should be drawn with rulers
- All calculations should be laid out as clearly as possible, one digit per square.

6. Feedback

Feedback should be given to:

- Motivate pupils.
- Address misunderstandings.
- Establish an opportunity to make learning progress, by:
 - Rectifying a misunderstanding.
 - Reinforcing a skill or piece of information.
 - Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: "Are you trying to achieve A, B or C?" By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form
- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

When giving feedback, teachers will consider any SEND the pupils have, and will make adjustments to the way feedback is given and the targets that are set to suit their individual needs in line with the SEND Policy.

7. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Remote Education Policy.

Work completed at home will be submitted via the school's e-learning portal.

Where pupils are working remotely, classroom teachers will consider setting online quizzes to help pupils gain feedback on their work.

Where teachers deem it necessary to offer pupils feedback, the teacher will outline a deadline to pupils and ensure they can keep to it.

Consistent and clear lines of communication are opened with the parents of pupils who are learning from home to ensure feedback is received and understood.

The SENCO will contact parents of pupils with SEND to ensure they are completing their work and have adequate support to do so, in line with the SEND Policy.

Feedback is only sought to help inform the development of future learning and lesson plans, and not to assess pupils' performance.

Pupils who are in school will receive feedback in line with the [Feedback](#) section of this policy.

Where possible, teachers will ensure fairness in the amount of feedback given to pupils in school and pupils learning remotely.

To minimise the impact on their workload, teachers will conduct group feedback sessions – these sessions will include discussions around how pupils came to their answers/conclusions.

8. Improvement

The headteacher will conduct reviews of marking and feedback by distributing annual surveys to teachers, asking:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The headteacher will conduct annual reviews of marking and feedback by distributing surveys to pupils, asking:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the headteacher will adapt the policy if needed

Teachers' marking and feedback will be reviewed regularly to ensure that practices are consistent and effective.

- Teachers will bring books to Learning meetings with Subject Lead
- A staff meeting will be held yearly for a formal discussion regarding the success or shortcomings of the current marking and feedback practices.

10. Monitoring and review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is 26/09/2026

Marking Symbols

CT – Guided group led by teacher

TA – TA support

VF – Discussed work with pupil

I – Independent work

P – Paired work

TS – Teacher support given but not in a guided group

PM – Peer marked

Sp – Spelling needs correcting

CL – Capital Letter needs correcting

P- Punctuation error

Se – Work does not make sense

T – Tense error

>- Missing word

Supply – Supply teacher to label work