



Feedback and Marking Policy

St. Patrick's RC Primary

"Christ with me as I learn, grow and shine"

June 2025

To be reviewed June 2026

At St. Patrick's, we believe in THINKING. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback is no different. We should always start by asking ourselves, 'why are we giving this feedback?' There are two main reasons:

1. To motivate the child
2. Because we can see an opportunity to impact learning by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Types of feedback

If we follow this logic therefore, sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage the teaching team to use their professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgement needs to be based on what will most positively impact that child's progress.

At St. Patrick's, we believe that feedback and marking is an essential part of planning, assessment, teaching and learning. Responding to children's work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Feedback is crucial to children's progress. Our children have stated a preference for verbal feedback from a teacher and feel that this type of feedback helps them most with their learning. Through specific feedback, progress can be accelerated. Through feedback, we aim to ensure that the children continually improve and develop themselves as reflective, independent and life-long learners. We recognise that valid, relevant and personalised feedback can come from many sources, including the pupils themselves, and that time must be allowed for feedback to be responded to and acted upon.

Research has found that there is little evidence that extensive written comments on work improves pupils' outcomes in the long term, nor is a written comment in every book manageable after every lesson. Professional judgement will be used to determine the most appropriate ways of providing feedback to the children at St. Patrick's. Teachers are expected to develop a range of assessment techniques to support their pedagogy.

Learn

The purpose of any feedback is to help children to learn.

- Wherever possible, children should be involved in feedback and marking practices, encouraging a dialogue for learning between pupils and adults, leading to more informed planning of future lessons.

- It is the responsibility of all adults working with children to give the children feedback on their learning.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture at St. Patrick's.
- Feedback may be oral, via a digital platform such as Seesaw or Class Dojo and/or written and should mainly take place during lessons.
- Teachers will use a range of Assessment for Learning techniques to support their decision on the appropriate feedback to use.
- If feedback is not possible during the lesson, reflective or distance marking may be useful at times if the teacher feels this is of value for a particular learning activity.
- At St. Patrick's, we aim to give children opportunities to respond to feedback immediately or as soon as possible after it has been given.
- Feedback identifies where pupils have been successful in their learning and may highlight areas for improvement or extra challenge.
- Feedback will also promote the high expectations of our school and recognise a child's engagement in their learning where this has been positive.

Grow

During a lesson, a teacher will move around the class providing effective, immediate feedback.

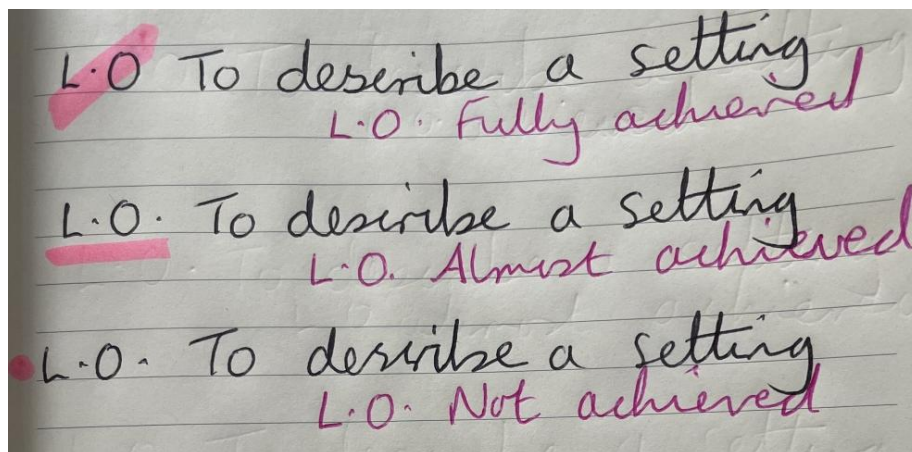
- Pink or green highlighter, ticks, dots or written notes may be seen in the margins of books where teachers provide oral feedback to the child on specific points which can be actioned immediately.
- It should be clear from the child's follow-on work that the oral feedback has had an impact on the rest of their learning.
- Skilful questioning is used by all adults to explore pupils' understanding of the learning taking place, to identify misconceptions and to challenge and develop thinking, learning, retrieval and understanding.
- When and where appropriate, children are encouraged to continually reflect on their learning, taking ownership of it, assessing their progress and seeking help or clarification where they feel they need it during the lesson and over time.
- Self and peer assessment allow children to reflect on progress in their learning, identifying areas of success and opportunities for improvement.
- Feedback and marking given will inform planning for future learning.
- Self-marking will be completed in red pen/pencil where simple ticks or dots (where errors are identified) are required.
- Peer marking will be completed in green pen/pencil where simple ticks or dots (where errors are identified) are required.
- Peer Evaluation is to be written on post-it notes only.
- Peer evaluation needs to be explicitly taught by the teacher and clear examples modelled, with WAGOLLs displayed in the classroom for children to refer to (See Appendix A).
- Teachers will identify and correct no more than three misspelt words in written pieces, indicated by highlighting the word in green. The correct spelling of the word will be written out for the child to copy three times at the bottom their written work.
- In Key Stage 2, spelling errors will be picked up where appropriate, based on the child's ability. Where a child recognises their own spelling error during their independent writing,

they will place a dot below the word to indicate that they intend to return and correct the word.

- In Foundation subjects, identified misspelt words will be mainly subject specific vocabulary e.g. "Jesus" needs to be spelt correctly in RE.

Shine

Where a child has successfully achieved the learning objective, the L.O. will be highlighted in pink diagonally. This indicates to the child that they achieved what was expected of them in that lesson. If the child has NOT achieved the L.O. there will be a pick dot to the left of the L.O. If the child is on track to achieve the L.O. but it is not fully achieved, the L.O. will be underlined.



Expectations for all classes

- Every piece of work will be assessed by the class teacher.
- Good standards of handwriting (joined handwriting is expected in KS2) and presentation are expected in ALL subjects from both the children and **any adult writing in a book**.
- Adults are expected to use joined handwriting (where appropriate), correct spellings and good grammar and punctuation when writing any comment in a child's book. High expectations of presentation extend to every member of our community.

