St Francis of Assisi Catholic Primary School

Feedback & Marking Policy

Learning & Growing Together in God's Love

September 2026

Review date: September 2027

Introduction

Research has shown that consistent & effective feedback, as documented in this policy, has a significant impact on children's learning & raising achievement.

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies & expectations of effective feedback & marking at St Francis.

This policy is informed by the following documents and research evidence:

EEF 'Teacher Feedback To Improve Pupil Learning'; 'The Impact of Feedback on Student Attainment – a Systematic Review'; EEF 'Practice Review Summary'; EEF 'Feedback Recommendations'; John Hattie 'Visible Learning'; SJB CMAT 'Trust Assessment Principles and Framework'

Visions & Values

This school is committed to providing relevant & timely feedback to children, primarily orally but also sometimes through written means (marking). The purpose of feedback & marking is to respond to children's learning; valuing their effort, helping to diagnose areas for development & evaluating how well the learning task has been understood.

Feedback should be a process of creating a dialogue with the learner, through which explanations can be exchanged & questions asked; the learner is actively involved in the process. The purpose of feedback is to assess the depth of learning that has taken place & to identify misconceptions to inform future teaching.

We believe that feedback should:

- provide meaningful information to the child which is acted upon to progress learning
- *'Be kind, be specific, be helpful'* (Ron Berger)
- compare what a learner is doing now to what he/she struggled with previously
- highlight areas for development/improvement/correction thereby enabling the child to identify clear 'next steps'
- encourage & support further effort
- enable the teacher to record progress related to learning objectives
- inform future planning of lessons
- Feedback & marking is for the benefit of children.

Expectations

We want our pupils to know that we have high expectations for their progress & attainment & that we will work together with them to develop independence & resilience in their learning. Accepting work that children have not checked sufficiently & then providing extensive feedback detracts from children taking responsibility for their own learning, particularly in editing & drafting skills. To this end:

- Teachers should ensure that children in their class are aware of the non-negotiables in their work, eg 'using full stops & capital letters' (appropriate for their age & ability)
- Children should be taught & encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- Teachers should aim to develop attitudes to learning, including meta-cognitive strategies.

Feedback should always help motivate children to progress. If the teacher is doing more work than their pupils, this can become a disincentive for children to accept challenges & take responsibility for improving their work. *'Feedback should be more work for the recipient than the donor' (Dylan Wiliam).* Too much feedback can take away responsibility from the child, detract from the challenge of a piece of work, & reduce long term retention & resilience-building.

The expectation is that every child is able to show and/or verbally explain, what they need to do to make their work successful.

Frequency:

Feedback should be a continuous procedure, always during - & sometimes after - the lesson.

Marking frequency & form depends on the task set. **In general**, the '4 Quarters' principle outlined by Dylan Wiliam should serve as a guide: *'I recommend what I call 'four quarters marking. I think that teachers should mark in detail 25% of what students do, should skim another 25%, students should then self-assess about 25% with teachers monitoring the quality of that & finally, peer assessment should be the other 25%'*

Common strategies

Feedback - Where appropriate, a range of feedback approaches such as '5 for Feedback' time; individual, small group, whole class or peer verbal feedback; colour-coded feedback; 'Find it or Fix it'; 'Think Pink' prompts; 'Catch my Comment' on Post-it notes; adaptive teaching &/or flexible grouping to target feedback; feedback stem sentences ('I'm proud of…/'What I don't understand is…').

Marking - When appropriate, teachers will use:

- acknowledgements against rubrics, 'Treasure' or success criteria, highlighting 'Next Steps'.
- prompts in the margins (see below)
- 'Think Pink' highlighting to encourage children to check & improve their own work.
- 'Green for Good!' highlighter for occasional exceptional punctuation, phrase or word choice.
- Live, or 'Hot' marking.

There is no expectation that teachers will tick or comment against every piece of work, mark 'VF' to evidence that verbal feedback has taken place, nor record 'Next Steps' in books as a matter of course. This is because ongoing verbal feedback or adapted teaching is expected to have occurred throughout the lesson itself & pupil response to that will be evident in the progress of work.

What this looks like in practice:

- Learning Intentions & success criteria are shared & understood by all in all lessons; in many lessons also displayed.
- Learning Intentions are recorded when appropriate.
- dual code success criteria are used where appropriate, including pictures
- one box of the Success Criteria/Rubric may be left blank for personalisation
- sharing WAGOLLS &/or WABOLLS.
- margin codes are consistent across school (CL = capital letter; EM = end mark; P = punctuation; ● = error in line/calculation (to find and fix); SP = spelling error.
- KS2 using 'Purple Pens of Progress' to amend or improve work.
- Eg. quizzes, 'Entrance Tickets', 'Exit Cards', pupils recording feedback given to them on Post-it notes etc.
- pupils are confident & well-practised in providing constructive feedback to each other.
- pupils understand the purpose of feedback & can receive it resiliently & constructively.

It will be evident that effective feedback is taking place because:

- pupils will be able to independently respond to feedback in a variety of ways, eg. practising correcting their mistake or using their purple pens to add improvements.
- pupils will be able to reflect on the strengths & gaps in their work & to identify areas to improve.
- pupils will be able to talk about/show improvements & share what they feel proud of in their work.
- the successful application of this policy will be evident through progression in pupils' work, responsive planning & teaching, flexible groupings, Pupil Voice, Book Looks, 'Lesson Study' & observations.

This application of this policy will be:

- informed by children' individual learning needs & prior assessments
- productive in improving children's progress & outcomes
- consistently applied by all staff
- manageable - quality rather than quantity & mindful of teacher workload.