

SS Peter and Paul Catholic
Primary School



Feedback and Marking Policy

**Together with the Spirit
We will create an oasis
Where every child matters**

At Ss. Peter & Paul Catholic Primary School, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We aim to make feedback **meaningful**, **manageable** and **motivating**.

Key Principles

Feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- further children's learning
- provide specific guidance on how to improve and not just tell students when they are wrong

Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification. 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 both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments. Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF (Education Endowment Foundation) toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Live Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we

place considerable emphasis on the provision of live feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Ss. Peter & Paul the following practices can be seen:

Type	What it looks like	Evidence for Observers
Live (Immediate)	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)

Review	<p>Takes place away from the point of teaching</p> <ul style="list-style-type: none"> • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<p>Acknowledgement of work completed</p> <ul style="list-style-type: none"> • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings
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All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, dots (where work is incorrect rather than crosses), pink and green highlighters or by using the agreed marking codes.

Learning objectives will be highlighted in green or pink to show whether they have been achieved or not.

In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments could be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Peer and Self-Assessment

The use of peer and self-assessment should be a regular feature of learning in each classroom. When giving feedback pupils should be providing positive feedback to others and as they move through the school should be supported to learn the skill of

providing positive criticism to their peers. For example, " I thought you used.....and well... I think it would have been even better if." Children should be trained in the process of self-evaluation/peer assessment.

Marking Codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters and symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

I	Independent work
S	Supported by an adult
G	Guided Practice
P	Partner Practice
VF	Verbal Feedback
sp (In margin. Do not indicate what needs correcting otherwise work will not be independent)	Spelling
//	New paragraph
ST	Supply Teacher
TA	Teaching assistant
g (In margin. Do not indicate what needs correcting otherwise work will not be independent)	Grammatical error
p (In margin. Do not indicate what needs correcting otherwise work will not be independent)	Punctuation error

All marking must be completed with a red pen and any written comments should be in neat, legible handwriting following the school's agreed script.

Work must be marked against the learning objective and highlighted pink or green. 'Pink to think' and 'Green is great'.

Green Pen Work

Children should complete editing/corrections using a **green pen/pencil** to show they have addressed errors.

Retrieval Questions - Where appropriate, across the whole curriculum, retrieval questions will be provided in order to allow children to embed prior knowledge. In some subjects this will be carried out orally as a starter to the lesson.

In RE, Science, PSHE, Geography and History a retrieval question will be written on slides for the children to answer in full sentences as a starter (subheading) at the beginning of each lesson. This will start in the Summer Term in Y1.

Updated: 17.10.23

Review date: October 2025