



**ST MARY'S**  
CATHOLIC PRIMARY  
SCHOOL

## Feedback and Marking Policy

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### **Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard to ensure alignment to our catholic nature.

This Feedback and Marking has been approved and adopted by St. Mary's Catholic Primary School on 11.06.2026 and will be reviewed in September 2026.

Signed by the Chair of the Local Governing Body for St Mary's Catholic Primary School:

T Guinan

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# 1. Aims of this Policy

At Saint Mary's Catholic Primary School, we recognise that effective feedback is an important part of high-quality teaching and learning. In living out our mission of forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge, and a hunger for justice, we aim to ensure that feedback is delivered with encouragement, clarity and high expectations so that pupils feel their work is seen, valued and supported.

Our approach to feedback is intended to improve pupils' learning and understanding whilst ensuring that feedback practices remain manageable, meaningful and sustainable for staff.

This policy aims to:

- ensure feedback improves pupils' learning and understanding
- support pupils in recognising what they have done well and what they need to do next
- promote responsive teaching through ongoing assessment
- ensure consistency in principles across the school
- support manageable and sustainable workload for staff
- provide clarity for pupils, staff and leaders about expectations

# 2. Key Principles

At St Mary's, we believe:

- The sole focus of feedback and marking is to further pupils' learning and understanding. Feedback should be given where it is likely to help a pupil improve what they know, understand or can do next.
- Evidence of feedback is incidental to the process. Feedback is provided to improve learning, not to generate evidence for monitoring or external verification.
- Feedback delivered closest to the point of learning is most effective. Immediate, in-lesson feedback should therefore be prioritised wherever possible.
- Feedback should lead to action. Pupils should be given opportunities to correct, improve, practise, reconsider or deepen their learning.
- Feedback should be focused and manageable. Identifying a key next step is more effective than addressing multiple areas at once.
- Feedback takes many forms, which includes verbal and written.

- Feedback should be responsive to need. It is not expected to be given equally to all pupils in every lesson.
- Challenge is achieved through depth of understanding. Pupils should be supported to explain, reason and apply their learning, rather than simply complete more or harder work.
- Feedback should be sustainable. Approaches to feedback should support staff in maintaining high-quality teaching over time.

### 3. Feedback in Practice

Effective feedback is rooted in teachers' ongoing assessment of pupils' understanding.

Feedback may take place in two main ways:

- Immediate Feedback (In-Lesson Feedback)
- Review Feedback

Any annotation or marking as described below, done by any adult, will be done in a red pen.

Whilst all teachers, teaching assistants and leaders (including supply and temporary staff) can and should provide feedback and marking for pupils, class teachers are ultimately responsible for ensuring that pupils are provided with appropriate feedback.

#### Immediate Feedback (In-Lesson Feedback)

This is the main form of feedback used at St Mary's.

Immediate feedback is rooted in teachers' ongoing assessment of pupils' understanding during the lesson. It will include one or more of the following, depending on the learning need:

- questioning
- re-modelling
- correcting misconceptions
- verbal feedback
- guided practice
- teacher modelling
- adapting tasks
- short re-teaching groups
- live marking and annotation

Immediate feedback will typically result in some form of live marking or annotation in books to acknowledge achievement, identify misconceptions or support improvement.

Occasionally, immediate feedback may include:

- self-assessment
- peer assessment

Pupils may:

- correct errors immediately, in green pen
- improve responses
- rehearse skills again
- deepen explanations
- redraft sections of work

This form of feedback is often the most effective because it takes place during learning and allows pupils to respond straight away.

### Review Feedback

Review feedback takes place after the live point of teaching and may include:

- written comments
- annotations
- modelling
- spelling or formation corrections
- review of common misconceptions
- reflection tasks
- preparation for future teaching
- targeted next steps
- editing prompts
- strengths and improvement prompts where appropriate

Feedback should be precise, purposeful and linked to taught learning.

Overly general comments, such as “improve vocabulary”, should be avoided.

Written feedback is used selectively where it will have the greatest impact on pupils’ learning.

Written feedback may be appropriate where:

- misconceptions were not addressed during the lesson
- a pupil requires support with their next attempt
- reflection or redrafting is required
- the teacher was unable to work directly with the pupil during the lesson
- extended reasoning or writing requires deeper response

Where effective immediate feedback has already taken place and pupils have acted on it, additional review feedback is not typically required.

Pupils should know that their work has been seen and valued; therefore, all pupils will receive feedback; where there was no immediate feedback in the lesson, pupils will receive review marking in their books.

## 4. Written Feedback and Pupil Response

Where written feedback is used, it should:

- be specific
- be manageable
- focus on improving learning
- support pupils in understanding what to do next

Written feedback should not attempt to correct every error or misconception.

Where pupil responses are recorded in books, they should be written in **green pen**.

Feedback and pupil responses (next step tasks) should be appropriate to pupils' age, stage and needs.

## 5. Teacher Assessment of Learning

Teachers will assess pupils' understanding against the learning objective throughout lessons and across sequences of learning.

Teachers may summarise attainment against the learning objective using the school's agreed approach:

✓ = Not yet secure

✓✓ = Secure

✓✓✓ = Deepening

This supports teacher assessment but does not replace meaningful feedback or pupil response. Teachers will review pupils' work to inform future teaching and identify next steps. Insight will therefore be updated to reflect this teacher assessment.

Where pupils are identified as 'not yet secure', teachers will provide appropriate support through:

- re-teaching
- guided support
- practice
- feedback
- subsequent teaching

## 6. Monitoring and Evaluation

Monitoring will focus on the impact of feedback on pupils' learning, rather than the quantity or format of marking.

Leaders will look for:

- pupils improving work over time
- misconceptions being addressed
- responsive teaching
- evidence of challenge
- pupils understanding what to do next
- pupils being able to talk about feedback
- foundational expectations being reinforced
- compliance to the presentation policy

Book scrutiny will consider patterns over time rather than isolated pieces of work.

Marking and feedback must always highlight the foundational expectations of the curriculum; number and letter formation should always be identified in marking along with strong presentation, which is identified in the presentation policy.

## 7. Appendices

### Appendix A

#### **Teacher Application of the Marking and Feedback Policy: General expectations**

##### **Core Subject-Specific Knowledge, Skills and Conventions**

This appendix is intended to support staff in the practical application of the school's Marking and Feedback Policy within English and Mathematics. It is not intended to create additional workload or exhaustive marking expectations. Teachers should continue to apply professional judgement and respond selectively to the aspects of learning that will most improve pupils' understanding and future performance.

Teachers notice all errors, but respond selectively to the aspects that will most improve pupils' learning.

Across the curriculum, particular priority is given to:

- presentation
- accurate letter formation
- accurate number formation
- fidelity to school's approved handwriting scheme

##### **Presentation and Foundational Expectations**

Teachers should reinforce the school's presentation expectations in line with pupils' developmental stage and the Presentation Policy.

This may include:

- correct use of margins and date, title and learning objective conventions
- neat presentation
- accurate handwriting and letter formation
- appropriate spacing

- accurate number formation and sizing
- one digit per box in mathematics where appropriate

Foundational expectations may be reinforced through:

- live marking
- modelling
- selective annotation
- reminders and re-teaching
- pupil correction and practice

The purpose of this feedback is to support pupils in developing pride, accuracy and independence in their work, rather than to generate excessive written marking.

## **Appendix B**

### **Teacher Application of the Marking and Feedback Policy: RE**

#### **Religious Education**

In Religious Education, feedback should support pupils in developing secure religious knowledge, deeper understanding and growing religious literacy in line with the Religious Education Directory and the mission of the school. Feedback should help pupils to reflect spiritually, think ethically and theologically, and articulate their learning with increasing confidence.

Feedback in Religious Education should support pupils in:

- developing secure knowledge and understanding of the Catholic faith
- using religious vocabulary accurately
- reflecting spiritually and morally
- explaining and justifying ideas thoughtfully
- making links between Scripture, Church teaching and everyday life
- responding respectfully to the beliefs and experiences of others
- developing independence and confidence in discussion and written responses
- improving presentation and pride in work

Teachers should prioritise feedback that deepens pupils' thinking and understanding rather than focusing on excessive written correction. Feedback may be verbal, through questioning, modelling, annotation, guided discussion or selective written response.

#### **Particular areas of focus may include:**

- accurate use of religious vocabulary
- recall of Scripture, religious knowledge and key concepts
- quality of explanation and reasoning
- depth of reflection
- links between belief and action

- respectful discussion and response
- presentation and organisation of work
- handwriting and letter formation where appropriate

**Examples of effective feedback may include:**

- correcting misconceptions in religious understanding
- prompting pupils to justify or deepen answers
- encouraging pupils to make links between Scripture and lived experience
- refining use of religious vocabulary
- supporting pupils to extend reflection or explanation
- modelling thoughtful theological responses
- reinforcing respectful and reflective discussion
- celebrating effort, participation and thoughtful contributions
- supporting pupils to improve presentation or clarity of written work

Teachers should provide opportunities for pupils to respond to feedback through:

- discussion
- reflection
- redrafting or improving responses
- extending explanations
- answering further questions
- responding to Scripture or religious sources
- self-assessment appropriate to age and stage

In line with the school's Catholic mission and CSI expectations, feedback in Religious Education should contribute to pupils becoming reflective, engaged and respectful learners who are increasingly able to articulate their beliefs, questions and understanding with confidence and maturity.

## **Appendix C**

### **Teacher Application of the Marking and Feedback Policy: English and Maths**

#### **English**

In English, feedback should support pupils in:

- securing key writing skills
- improving accuracy
- refining the effectiveness of writing
- developing independence as writers

Teachers should prioritise feedback that is most likely to improve pupils' future writing rather than attempting to identify every error.

Teachers should apply their professional judgement and align expectations to the relevant skills ladder when identifying errors.

#### **Particular areas of focus may include:**

- spelling of common exception words and taught spelling patterns
- accurate letter formation and handwriting
- punctuation
- sentence construction
- cohesion between ideas
- vocabulary choices
- clarity and impact on the reader

#### **Examples of effective feedback may include:**

- identifying missing or inaccurate punctuation
- improving sentence structure or cohesion
- refining vocabulary choices
- supporting pupils to expand or clarify ideas

- modelling accurate spelling patterns
- reinforcing correct letter formation
- prompting pupils to edit or redraft sections of work

Corrections should be proportionate to pupils' age, stage and learning needs. Teachers are not expected to correct every spelling or grammatical error in every piece of writing.

## **Mathematics**

In Mathematics, feedback should support pupils in developing fluency, accuracy and mathematical understanding.

Teachers should prioritise addressing misconceptions that affect pupils' mathematical understanding and future learning.

### **Particular areas of focus may include:**

- accurate number formation
- one digit per box where appropriate
- place value alignment
- correct mathematical vocabulary
- calculation accuracy
- efficient methods and strategies
- reasoning and explanation

### **Examples of effective feedback may include:**

- correcting misconceptions through guided practice or re-modelling
- reinforcing accurate number formation
- addressing place value errors
- supporting correct presentation and layout
- prompting pupils to explain their reasoning
- identifying calculation errors that stem from misunderstanding
- providing additional practice where misconceptions remain

Teachers should focus feedback on the errors or misconceptions that are most significant to pupils' understanding rather than correcting every mistake individually.

## **Appendix D**

### **Teacher Application of the Marking and Feedback Policy: Foundational subjects**

In foundation subjects, feedback should support pupils in developing knowledge, skills and understanding appropriate to the subject being taught. This includes supporting pupils in developing secure substantive knowledge and deepening disciplinary understanding within each subject. Feedback should be proportionate, purposeful and focused on improving future learning.

Teachers should prioritise feedback that:

- addresses misconceptions
- improves subject-specific knowledge, understanding or skills
- supports pupils in applying learning
- develops independence and confidence
- deepens disciplinary understanding within the subject
- reinforces presentation expectations appropriate to age and stage

Feedback may be verbal, through questioning, modelling, guided practice, annotation or selective written response.

#### **Particular areas of focus may include:**

- subject-specific vocabulary
- accuracy of knowledge and understanding
- practical skills and application
- explanation and reasoning
- creativity and presentation
- participation and engagement
- handwriting and presentation where appropriate

#### **Examples of effective feedback may include:**

- correcting misconceptions or inaccurate understanding

- reinforcing key vocabulary
- improving explanation or reasoning
- supporting pupils to refine or improve outcomes
- modelling subject-specific skills
- prompting pupils to deepen thinking
- celebrating effort, creativity and improvement
- reinforcing presentation and organisation expectations

Teachers should respond selectively to the aspects of learning that will have the greatest impact on pupils' understanding and progress. Written feedback should remain manageable and proportionate to the learning task and subject.