

St. John the Baptist R.C. Primary School

Marking and Feedback policy



Approved by: Lisa Campbell

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This policy outlines the principles and practises of marking and feedback at St John the Baptist RC Primary School. It aims to ensure that marking and feedback are effective tools for promoting Child learning, progress, and attainment, whilst being manageable for staff. This policy is underpinned by our school's vision to be inclusive, Catholic, ambitious, and kind. It reflects our commitment to high standards for all children, regardless of their background or prior attainment.

Mission Statement

Our school is a welcoming, Catholic community, with Christ at the centre.

love of learning
and playing together
one community
aiming high
helping each other
and praying together

On our journey with Christ

This policy aims to:

- Provide children with clear, constructive, and timely feedback that helps them understand their strengths and areas for improvement.
- Promote child engagement with their learning and encourage self-reflection.
- Inform teachers' planning and teaching to meet the diverse needs of all children, including those with EAL, Pupil Premium, and SEND.
- Ensure consistency in marking and feedback practises across the school, while allowing for subject-specific flexibility.
- Reduce unnecessary workload for teachers by focusing on high-impact feedback strategies.
- Incorporate parental engagement in the feedback process.
- Reflect the latest research and best practises in marking and feedback, as recommended by the Education Endowment Foundation (EEF) and OFSTED.

The following principles underpin our approach to marking and feedback:

- **Focus on Learning:** Feedback should always be focused on the learning objective and success criteria.
- **Constructive and Specific:** Feedback should be specific, providing children with concrete steps to improve.
- **Timely:** Feedback should be provided in a timely manner to maximise its impact.

- **Manageable:** Marking and feedback practises should be manageable for teachers and not create unnecessary workload.
- **Inclusive:** Feedback should be accessible and appropriate for all children, including those with EAL and SEND.
- **Child-Friendly:** Feedback should be written in age-appropriate language that children can understand.
- **Developmental:** Feedback should focus on the process of learning and encourage children to develop their skills and understanding.
- **Consistent:** There should be consistency in the approach to marking and feedback across the school.

Roles and Responsibilities

- **Headteacher:**
 - Overall responsibility for the implementation and monitoring of this policy.
 - Ensuring that sufficient resources are allocated to support effective marking and feedback practises.
- **Senior Leadership Team (SLT):**
 - Monitoring the implementation of this policy and providing support to staff.
 - Analysing data to identify areas for improvement in marking and feedback practises.
- **Subject Leaders:**
 - Developing subject-specific guidance on marking and feedback, in line with this policy.
 - Providing training and support to teachers in their subject area.
- **Teachers:**
 - Implementing this policy in their classrooms.
 - Providing children with regular, high-quality feedback.
 - Using feedback to inform their planning and teaching.
 - Communicating with parents about their child's progress.
- **Children:**
 - Engaging with feedback and using it to improve their learning.
 - Asking questions and seeking clarification when needed.
 - Taking responsibility for their own learning.
- **Parents/Carers:**
 - Supporting their child's learning at home.
 - Communicating with teachers about their child's progress.
 - Attending parents' evenings and other school events.
- **SENDCo:**
 - Supporting teachers in providing appropriate feedback to children with SEND.
 - Ensuring that feedback is accessible and meets the individual needs of all children.

Implementation Strategies

Types of Feedback

We will use a variety of feedback methods, including:

- **Verbal Feedback:** Provided during lessons, individually or in small groups. This is a key element, particularly for our EAL children, allowing for immediate clarification and support.
- **Written Feedback:** Provided in children's books
- **Self-Assessment:** Children reflecting on their own learning and identifying areas for improvement.
- **Peer Assessment:** Children providing feedback to each other, using clear criteria.
- **Whole-Class Feedback:** Addressing common misconceptions or areas for improvement across the class.
- **Targeted Feedback:** Focusing on specific skills or concepts that a child needs to develop.

Marking Practises

- Marking should be purposeful and focused on the learning objective.
- Marking should be timely, ideally before the next lesson on the same topic.
- Teachers will use a consistent marking code (stampers, highlighters and comments)
- Children will be given opportunities to respond to feedback and improve their work through follow up tasks, addressing misconceptions and extensions.
- Marking should be manageable for teachers. We will prioritise high-impact strategies, such as verbal feedback and whole-class feedback, to reduce workload.
- For our younger children in Nursery and Reception, feedback will primarily be verbal and observational, focusing on celebrating successes and guiding next steps.
- In Key Stage 1, marking will focus on identifying successes and providing clear next steps.
- In Key Stage 2, marking will become more detailed, providing children with specific guidance on how to improve their work.
- In RE, work is marked against the LO and feedback should focus on the religious content of the work. For example, correcting the spelling of religious vocabulary is appropriate but not addressing all spelling errors as a matter of course. High expectations ensure children continue to use working walls and spelling lists etc as part of Quality First Teaching.

Feedback Focus

Feedback will focus on:

- **Successes:** Highlighting what the child has done well.
- **Areas for Improvement:** Identifying specific areas where the child can improve.
- **Next Steps:** Providing clear and actionable steps that the child can take to improve their work.
- **Effort and Perseverance:** Recognising and rewarding effort and perseverance.

Addressing the Needs of EAL and Pupil Premium Children

- For children with EAL, feedback will be clear, concise, and visually supported. Teachers will use strategies such as sentence starters, key vocabulary lists, and visual aids to help children understand the feedback.
- For children eligible for Pupil Premium, feedback will be targeted and personalised, focusing on addressing any gaps in their learning and providing them with the support they need to succeed. Teachers will also use feedback to build children's confidence and self-esteem.

Parental Engagement

- Parents will be informed about the school's marking and feedback policy.
- Parents will be invited to attend parents' evenings to discuss their child's progress.
- Teachers will communicate with parents about their child's progress, using a variety of methods, such as phone calls, emails, and written reports.

Monitoring and Evaluation

- The SLT will regularly monitor the implementation of this policy through book scrutinies, lesson observations, and discussions with teachers and children.
- The SLT will analyse data on child progress to evaluate the impact of this policy.
- The policy will be reviewed annually, in consultation with staff, parents, and Children.

Training and Professional Development

- All teachers will receive training on effective marking and feedback strategies.
- Subject leaders will provide subject-specific guidance on marking and feedback.
- Teachers will be given opportunities to share best practises and learn from each other.

Policy Review

This policy will be reviewed annually by the SLT, in consultation with staff, parents, and children. The review will consider the effectiveness of the policy in promoting child learning, progress, and attainment, as well as its impact on teacher workload.

This Marking and Feedback Policy is a vital component of our commitment to providing high-quality education for all children at St John the Baptist RC Primary School. By implementing this policy effectively, we can ensure that marking and feedback are powerful tools for promoting child learning, progress, and attainment, while also being manageable for our dedicated staff.

L. Campbell
July 2025