ST. JOHN'S CATHOLIC PRIMARY SCHOOL

Feedback and Marking Policy

October 2026

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1. Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful. We live our Mission by:

• Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith

• Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate

• Developing policies and schemes of work which recognise that R.E. is an integral part of the curriculum

• Developing sound teaching and effective classroom management

• Generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected

• Using a variety of teaching approaches that reflect the needs of individual pupils

• Participating in projects which focus on the needs of others including local and international charities.

• St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge and St. Thomas More, Bradford on Avon.

Feedback is an integral part of excellent teaching. It should motivate, inform and enable pupils to improve while respecting teacher workload and maximising time spent planning and delivering high-quality learning.

This policy reflects the recommendations of the **Education Endowment Foundation (EEF) Teacher Feedback to Improve Pupil Learning Guidance Report**, alongside the principles of the **CUSP Curriculum** and its **Book Study Approach**.

2. Aims

The aims of this policy are to:

- improve pupils learning through timely, purposeful feedback
- ensure feedback moves learning forward
- provide age appropriate consistency across the school
- reduce unnecessary teacher workload
- promote pupils independence and responsibility
- support teachers in identifying misconceptions quickly
- celebrate effort, progress and achievement
- ensure feedback reflects our Catholic values of dignity, compassion, honesty and perseverance

3. Principles of Effective Feedback

At St John's Catholic Primary School, effective feedback is:

- purposeful
- timely
- specific
- manageable
- acted upon by pupils
- proportionate to the task
- focused on improving learning rather than generating evidence.

Teachers should always consider whether feedback will improve learning before deciding how it should be given. Feedback should answer three key questions:

- What has been done well?
- What needs to improve?
- What should happen next?

4. Evidence Base

This policy is informed by the EEF guidance which recommends that effective feedback should:

- focus on improving learning
- be carefully planned
- identify misconceptions
- provide opportunities for pupils to respond
- avoid excessive written marking where it adds little value
- prioritise verbal feedback and responsive teaching

Research consistently shows that all pupils benefit when feedback is immediate and acted upon during learning.

5. Forms of Feedback

1. Live Feedback (Expected Daily)

Live feedback is our primary method of feedback.

Teachers and teaching assistants will:

- circulate throughout lessons

- identify misconceptions immediately
- question pupils to deepen thinking
- provide verbal guidance
- model examples
- adapt teaching where necessary
- provide additional challenge

This is the most effective form of feedback because pupils improve their work immediately.

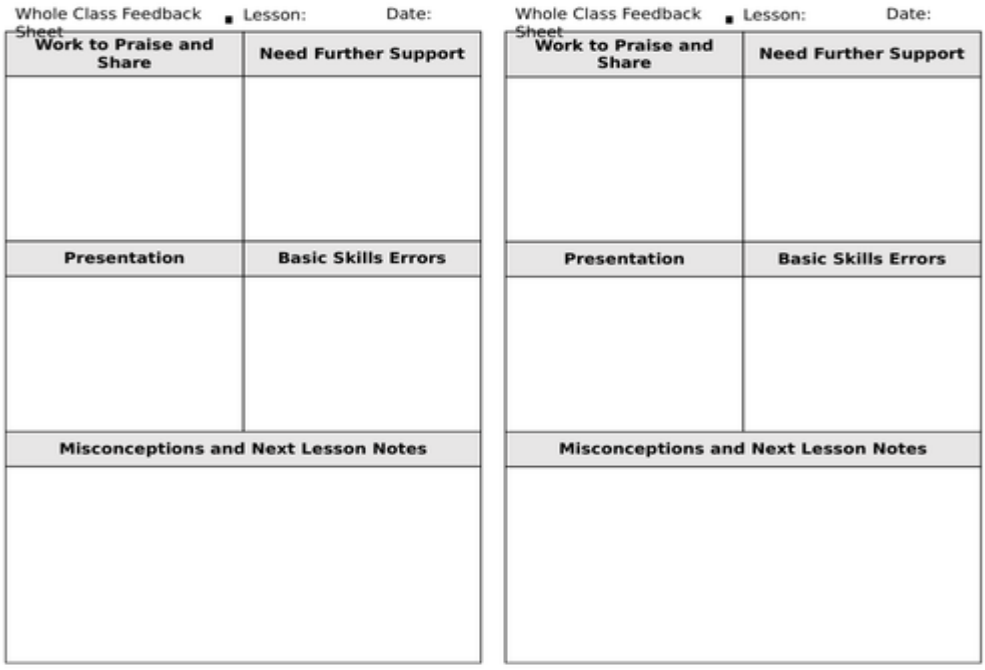
2. Whole-Class Feedback

Whole-class feedback is used regularly across all curriculum areas. Teachers may use a whole-class feedback sheet to identify:

- common misconceptions
- strengths
- pupils requiring intervention
- pupils ready for further challenge
- vocabulary to revisit
- key knowledge requiring retrieval

An example of a whole class feedback template is included below.

This information informs planning for subsequent lessons. Whole-class feedback replaces lengthy written comments.



Whole Class Feedback Sheet ▪ Lesson: Date:

Work to Praise and Share	Need Further Support
Presentation	**Basic Skills Errors**
Misconceptions and Next Lesson Notes	

Whole Class Feedback Sheet ▪ Lesson: Date:

Work to Praise and Share	Need Further Support
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Misconceptions and Next Lesson Notes	

3. Written Feedback

Written feedback should be purposeful and selective – focused on the learning objective.

Teachers will provide written feedback (green pen) when it will have a measurable impact on learning.

Examples include:

- correcting misconceptions
- identifying recurring errors
- acknowledging exceptional thinking – challenging all pupils to think deeply
- setting an improvement task
- highlighting success against learning objective

Teachers should avoid lengthy written comments.

Pupil Response

Feedback only has value if pupils respond to it.

Dedicated Improvement and Reflection Time (DIRT) will be provided weekly for RE (morning task) and where appropriate for other subjects.

During DIRT pupils may:

- edit work
- improve vocabulary
- redraft sentences
- complete corrections
- answer additional questions
- respond to teacher prompts
- reflect on learning

In KS2 purple pens should be used for editing and pupil improvements.

6. CUSP Curriculum Expectations

The CUSP curriculum places significant emphasis on secure knowledge, vocabulary and deliberate practice. Feedback should be specific and focused on the learning objective. Therefore Teachers will focus upon:

Knowledge

- factual accuracy
- secure understanding
- misconceptions

- retrieval of prior learning

Vocabulary

Teachers should correct:

- inaccurate subject vocabulary
- imprecise language
- spelling of key disciplinary vocabulary

CUSP Pupil Book Study

Pupil Book Study improves pupil outcomes by providing schools with a toolkit to drive accountable school improvement by monitoring and evaluating curriculum structures, teaching and learning outcomes.

The 'study' itself is a systematic, research-informed toolkit that supports schools to evaluate the quality of the curriculum alongside teaching and learning by focusing on metacognitive talk and dialogic talk alongside evidence-led professional growth.

As a methodology, it provides a structure to guide the participating teachers to a point of clarity; scaffolding their way with helpful rubrics, until such a point as participants feel confident to conduct the study under their own direction.

Carefully developed frameworks, within the study, also support teachers to structure their reflections and findings; likewise, these provide leaders with helpful summaries of the data collected.

Bringing pupils and teachers together in this way, to look directly at outcomes, in a systematic, well-timed, structured metacognitive and dialogic discussion, enables schools to identify areas of strength and also limitation.

During the Pupil Book Study, conversations and questioning will develop pupils' ability to:

- retrieve information
- infer meaning
- justify opinions using evidence
- discuss vocabulary
- explain their thinking

Adults leading the Book Study must be focused on listening to misconceptions shared by pupils during the study in order that these can be addressed in future teaching. The Pupil Book Study informs planning and provides useful evidence of pupil's knowledge, skills, vocabulary and retrieval.

7. Feedback and Marking Across the Curriculum

Religious Education – acknowledge if the pupil has met or not met the learning objective weekly including opportunity for pupils to respond to feedback.

Teachers should provide feedback on:

- Incorrect use of religious vocabulary
- Misconceptions in substantive knowledge
- Opportunities where a pupil may be able to relate to their own or others lives
- Opportunity where pupils can demonstrate thinking deeply
- Ensure one morning session every week is dedicated to allow pupils time to respond to marking in RE

English – acknowledge if the pupil has met or not met the learning objective daily with unit marking using 'Ingredients for Success' – approximately every two weeks.

Teachers should provide feedback on:

- Composition
- Transcription
- Grammar where appropriate
- Punctuation
- Spelling
- Editing

Not every error should be corrected.

Teachers should identify patterns rather than isolated mistakes.

Teachers and pupils must mark against the 'Ingredients for Success'. This ensures 'next steps' can be given and it will inform future planning. *An example can be seen below.*

This strategy also encourages metacognition – providing an opportunity for pupils to prove they have met the Success Criteria. From Year 1 pupils can do this e.g. underline/circle to prove they have a capital letter and a full stop; circle/underline where they have used and/but.

Ingredients for Success: Y3 Formal letters to complain (Block B)				
Ingredient	Example	My work shows...		My teacher thinks...
Explain the problem in detail and suggest a resolution	*The advert is misleading and needs to be amended.*			
Structure your letter in clear paragraphs	*Each paragraph relates to one key point.*			
Address the reader directly	*Use the pronouns 'you' and 'your' and address the reader through direct questions.*			
Use a range of conjunctions to express yourself clearly	*and, so, but because, when*			
Use and sustain a formal tone throughout	*However, I do urge you to withdraw your advertisement ...*			
Demonstrate secure use of the following punctuation: • *Capital letters and full stops* • *Question marks* • *Commas after fronted adverbials*	*You just have to eat much, much less of it. Yet that is not the message you wanted people to remember, is it?* *Finally, I request that you commit to changing the recipe to include ingredients that are less harmful to wildlife..*			
Flexible content				

Mathematics – daily marking acknowledging if a pupil has met or not met the learning objective

Teachers should provide feedback on:

- Mathematical reasoning
- Fluency
- Misconceptions – which can inform future teaching
- Presentation where it affects mathematical accuracy

Teachers should adapt teaching quickly when misconceptions arise.

Science - Weekly marking acknowledging if a pupil has met or not met the learning objective.

Teachers should provide feedback on:

- Misconceptions (which can inform future planning)
- Application of essential knowledge
- Correct use of scientific vocabulary

Foundation Subjects – weekly marking acknowledging if a pupil has met or not met the learning objective

Feedback in foundation subjects should prioritise:

- Subject knowledge
- Disciplinary thinking
- Vocabulary
- Misconceptions

Teachers are not expected to provide extensive written marking in every lesson.

Presentation Expectations

Pupils are expected to:

- Take pride in presentation
- Date and title work correctly – following Kinetic Letters guidance
- Use neat handwriting – informed by Kinetic Letters
- Correct errors
- Edit work carefully

Teachers should reinforce high expectations consistently across the curriculum.

Self and Peer Assessment

Pupils should gradually develop the ability to evaluate their own learning.

Strategies may include:

- Success criteria
- Checklists
- Partner discussion
- Verbal feedback
- Editing
- Reflection

Peer assessment should always be structured and purposeful.

8. Marking Codes

Code	Meaning
✓	Green tick identifies the learning objective has been achieved
WT	Pupil working towards the learning objective
I	Independent Work
S	Supported Work – can be from a Teacher or Teaching Assistant
Sp	Spelling Error
P	Punctuation
G	Grammar
^	Missing Word
//	New Paragraph

If a pupil has left the classroom during part of a lesson to attend a music lesson or other intervention this will be acknowledged in the pupils exercise books.

9. Monitoring

Leaders will monitor feedback through:

- Phase leader monitoring
- Book study approach
- Learning walks
- Pupil voice

- Lesson visits
- Planning scrutiny
- Whole-class feedback sheets.

Monitoring will focus on the impact of feedback rather than the quantity of written marking.

Equal Opportunities

All pupils will receive feedback appropriate to their age, stage of development and additional needs.

Reasonable adjustments will be made for pupils with SEND, EAL and other identified needs.

10. Roles and Responsibilities

Teachers

Teachers will:

- provide timely feedback
- use whole-class feedback effectively
- provide opportunities for pupil response
- maintain high expectations

Teaching Assistants

Teaching assistants will:

- provide live feedback under teacher direction;
- reinforce learning;
- identify misconceptions.

Curriculum Leaders

Curriculum leaders will monitor consistency and impact.

Senior Leaders

Senior leaders will ensure that the policy is implemented consistently and remains aligned with current research.

Role	Name	Tel.	email
Head teacher	Kim O'Rourke	01225 752006	admin@st-johns-trowbridge.wilts.sch.uk

Deputy Headteacher	**Nick Gerrish**	**01225 752006**	**admin@st-johns-trowbridge.wilts.sch.uk**
Inclusion Lead	**Debbie O'Mahony**	**01225 752006**	**admin@st-johns-trowbridge.wilts.sch.uk**
Governor with responsibility for behaviour and safety	**Clare Doogue**	**01225 752006**	**admin@st-johns-trowbridge.wilts.sch.uk**

11. Monitoring and Review

This policy will be reviewed annually in light of:

- EEF guidance
- curriculum developments
- pupil outcomes
- staff feedback
- workload considerations

The effectiveness of the policy will be judged by improvements in pupil learning rather than the quantity of written marking.

This policy has been approved and adopted by the Governing Body.

Head teacher: ***Mrs K O'Rourke***
Chair of Governors: ***Mrs C Doogue***

Review cycle:	Annually
Next review due:	October 2027