



St Anne's RC Primary

'We Grow Together in God's Love'

Marking and feedback policy 2025

Mission Statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

Aim:

At St Anne's, we understand the critical role of feedback in the teaching and learning cycle, aiming to enhance its effectiveness in practice. We are also aware of the workload implications associated with written marking and the research surrounding effective feedback. Our policy is informed by best practises identified by the Education Endowment Foundation (EEF) and other expert organisations.

According to the EEF, effective feedback should:

- Redirect or refocus the actions of either the teacher or the learner towards achieving specific goals.
- Be specific, accurate, and clear.
- Encourage and support further effort.
- Be provided sparingly to ensure it remains meaningful.
- Offer specific guidance on improvement rather than merely indicating when children are incorrect.

Teachers do not write or mark in children's books unless they are modelling an example to help the children. In such cases, this will be done in green pen to highlight where support is needed. This practice aligns with research from the Department for Education, which highlights that written marking significantly contributes to teacher workload. Consequently, the Senior Leadership Team at St Anne's has explored alternatives to traditional written marking that align with EEF recommendations, focusing on feedback that is meaningful, manageable, and motivating. Additionally, we have considered the insights from the National Centre for Excellence in Teaching Mathematics (NCETM), which emphasises that the primary focus for teachers should be on effective instruction, supported by thoughtful lesson design and preparation which aligns to our St Anne's 5 a day principles.

Key Principles

Our feedback policy is grounded in several key principles:

- The primary aim of feedback and marking is to advance children's learning.
- Evidence of feedback and marking is incidental; we do not seek additional evidence for external verification.
- Written comments should model skills appropriate to children's age and ability.
- Feedback delivered closest to the point of action is the most effective; thus, in-lesson 'live' feedback is prioritised over comments provided later.
- Feedback is integrated into the school's broader assessment processes, designed to offer an appropriate level of challenge to children, facilitating their progress.
- All children's work should be reviewed by teachers promptly to inform future learning opportunities.

In alignment with the EEF's practical approaches, our goal is to ensure that children receive timely and purposeful feedback that enhances their learning. This allows teachers to gather insights and adjust their instruction accordingly, both within individual lessons and across sequences of lessons.

Feedback and Marking in Practice

It is essential for teachers to evaluate the work children complete during lessons and use this information to inform their teaching strategies. Feedback typically occurs at three key stages in the learning process:

1. **Live marking** – where teachers actively circulate the classroom, checking for misconceptions and addressing them immediately during the teaching moment.
2. **Tick and Fix feedback** – where children engage in reviewing their work by ticking correct answers and fixing errors at the end of a lesson or chunk of task, promoting independence and ownership of their learning.
3. **Whole class feedback folder** – offered away from the immediate teaching context.

These stages are prioritised based on their effectiveness, with **live marking** being the most impactful for driving further improvement. At St Anne's, we place significant emphasis on this approach, as it allows teachers to provide instant, tailored feedback that directly addresses misconceptions, enhancing the learning experience in real-time.

The "**tick and fix**" method further empowers children to take responsibility for their learning, as they actively identify and correct their mistakes, fostering independence in their own learning.

Whole **class feedback folders** are used to identify further misconceptions and it often serves to inform adjustments in teaching practises such as pre-teach, small group intervention, 1:1 teaching, adjusting planning such as incorporating into 'review' or reteaching the lesson again. Whole class feedback folders are also used to support teacher assessment and identify patterns or further support ie: home learning. Subject leaders also use the folders to identify patterns, common misconceptions and help adapt/ tweak the curriculum and assessment.

