

Marking and feedback policy

2025-2026

St Francis Xavier Catholic Primary School



ST FRANCIS XAVIER
CATHOLIC PRIMARY
SCHOOL

Approved by:	Local Governing Body	Date: 1 st September 2025
Last reviewed on:	November 2023	
Next review due by:	September 2027	

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.

This Behaviour Policy has been approved and adopted by St Francis Xavier Catholic Primary School on 1st September 2025 and will be reviewed in September 2027.

Signed by LGB representative for St Francis Xavier:

Ms C.Cullen

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Signed by Principal:

Miss L.Marshall

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‘Jesus Holds Us in the Palm of His Hand.’

‘Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,’

-Dylan Wiliam

‘Feedback plays a central role in securing students learning, supporting them to know how to deepen their knowledge and understanding or improve their learning performance.’

-Tom Sherrington and Oliver Caviglioli

Feedback and marking form some of the crucial foundations that enable children to be successful within their individual learning journeys. It is the mechanism by which we can address misconceptions, close gaps in learning and celebrate successes. It is a form of communication between the adults and the children. At St Francis Xavier we want our children to take ownership of their learning and be reflective in their own practice. We want our children to feel confident in using reflection and recognition of gaps in learning to empower them to make the next steps forward so that they all can achieve and flourish in all curriculum areas.

According to John Hattie:

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative

Marking and feedback at St Francis Xavier Catholic Primary School:

At St Francis Xavier, we ensure that marking and feedback should be provided in the moment-it is a dialogue between the adults and children, ideally when the learning is still taking place. Teachers and teaching assistants must build positive relationships with the children through positive praise- the importance of this positive relationship is vital in then enabling them to discuss errors with the children, to ensure that they can make positive steps forward in their learning journey. Teachers and teaching assistants should actively promote child self and peer assessment as a mechanism to take ownership and engage in their own learning- developing their own ability to self-scaffold their learning.

Marking and feedback, where and whenever possible, should involve the child directly. Younger children especially rely on oral and immediate feedback in learning. Children each have their own personal learning targets and next steps, therefore 'in the moment' feedback will ensure that we are helping the child to identify their own key priorities for improvement, and the progress they are making towards these. Mistakes or errors should be identified by the adult and or child, however rectified by the child with appropriate scaffold where necessary. With this in mind, teachers can then make adaptations to their teaching swiftly and accordingly. Any errors made by children will be noted as part of the assessment process and this will then inform future planning and re-teach opportunities.

I	Independent
S- with supporting adults initials if supported by an adult or: WB SS WF Concrete apparatus listed on Learning Objective Sticker (Children will tick or circle what they have used) If a prompt sheet is used e.g. the processes to go through to solve a mathematical problem this should be stuck in.	Supported: Word Bank Sentence Starters Writing Frame Concrete Apparatus Prompt Sheet
G- with <u>adults</u> initials	Guided
FG	Focus Group
V (child's response must be evident with this symbol)	Verbal Feedback
PM with initials	Peer Marking
 Picture of a finger (KS1) or FS (KS2)	Finger Spaces
Sp (correct spelling in the margin or at bottom of the page for child to practice x 3)	Spelling Correction
^	Missing word/phrase or punctuation
Circled punctuation (including incorrect capital/lower case)	Incorrect punctuation
//	New Paragraph
	Reread to check your work makes sense
Gr * (Star the sentence/section where there is incorrect grammar with Gr in the margin)	Check grammar
P (child to represent a reasonably selected section of their work by the Teacher)	Presentation
HW (correct formation of the letter/word in the margin or at the bottom of work for child to practice x 5)	Handwriting Practice
Learning Objective Highlighted	Learning Objective Achieved
"Intervention" as a Heading	Intervention Group/Task
Post it note (T or TA to record any wow answers given verbally for child to stick in their book)	Great verbal answer given
Dojo x 1/2/3 etc. (teacher's choice)	Dojo awarded for great work

When children are correcting their own work this should be done using a coloured pencil so that their process of self-correction and editing is clearly evident.