

St Joseph's Catholic Primary School
Marking and Feedback Policy
Inspired by Christ, Working Together, Achieving Our Best

1. Our Catholic Vision

At St Joseph's Catholic Primary School, we believe that every child is created in the image and likeness of God and has unique gifts, talents and potential. Our approach to marking and feedback reflects our Catholic mission and our commitment to helping every child flourish academically, spiritually, socially and emotionally.

We believe that feedback is an important part of the relationship between teacher and pupil. It is not simply about correcting mistakes or recording whether work is right or wrong. Effective feedback helps children to recognise what they have achieved, understand what they need to improve and develop confidence, resilience and independence to take the next step in their learning.

Our approach reflects our school mission: *'Inspired by Christ, Working Together, Achieving Our Best.'*

We want children to understand that learning is a journey. Mistakes are a normal and valuable part of that journey and should be viewed as opportunities to learn, reflect and improve. Teachers should therefore create a positive culture in which children are comfortable receiving feedback, responding to it and trying again.

Our Catholic values of dignity, respect, compassion, perseverance and stewardship underpin this approach. We encourage children to use the gifts God has given them and to strive to achieve their best while recognising the achievements and successes of others.

2. Why Do We Mark and Give Feedback?

The purpose of marking and feedback at St Joseph's is to move learning forward. Marking and feedback enable teachers to identify what children know, understand and can do, identify misconceptions and gaps in knowledge, recognise successful learning and determine the most appropriate next steps.

Feedback should help children answer three important questions:

- ✓ What have I learned?
- ✓ What have I done well?
- ✓ What do I need to do next?

The Education Endowment Foundation (EEF) identifies feedback as a well-evidenced approach with a positive impact on learning when it provides specific information that helps pupils improve. The EEF also makes clear that feedback can be verbal or written and that pupils need opportunities to act upon it.

At St Joseph's, we therefore do not believe that the amount of writing a teacher puts into a book is an indicator of the quality of teaching. High-quality feedback may be a carefully chosen written comment, a highlight, a question, a tick, a verbal explanation, live marking, whole-class feedback, questioning or a combination of these approaches.

The DfE's Marking Policy Review Group established the principles that marking should be:

- ✓ Meaningful
- ✓ Manageable
- ✓ Motivating

and should serve the purpose of advancing pupil progress. These principles underpin this policy.

3. Our SHINE Approach

At St Joseph's, all feedback and improvement is brought together through one simple whole-school approach: **SHINE**

S – Spot it

Children look carefully at their work and identify what they have done well and what may need improving. They learn to recognise mistakes, misconceptions and opportunities for improvement.

H – Have a go

Children respond to feedback and have another attempt. They do not simply receive feedback; they actively use it.

I – Improve it

Children make their work better, more accurate, more detailed, more precise or more sophisticated.

N – Notice your success

Children recognise what they have achieved. They identify successful learning, effort, perseverance and progress.

E – Extend yourself

Children who have demonstrated secure understanding are encouraged to deepen, apply or extend their learning.

SHINE should become part of the everyday language of learning across the school. Teachers may say:

- ✓ Let's SHINE our learning
- ✓ What do you need to spot?
- ✓ How are you going to improve this?
- ✓ How could you extend yourself?

SHINE is not an additional marking exercise. It is the school's shared language for helping children to respond to feedback and become increasingly independent learners.

SHINE – OUR 5 STEPS TO SUCCESS!



4. Whole-School Marking Guidelines

The following guidelines apply across St Joseph's Catholic Primary School support teachers, not as a directive as the marking and feedback should always benefit the pupils. Teachers should use professional judgement to determine whether feedback is best delivered verbally, in writing, through live marking, through questioning, through whole-class feedback or through a combination of approaches. Teachers are not expected to write lengthy comments on every piece of work:

- ✓ The Learning Objective should be highlighted in every subject in every lesson, where appropriate.
 - **Practice Pink** is used where a child needs to respond, correct, practise or improve an aspect of their learning.
 - **Nearly There Orange** is used where the child has partially met the Learning Objective or Success Criteria.
 - **You Did It Yellow** is used where the child has demonstrated achievement, success, effort or secure understanding of the Learning Objective or Success Criteria.
 - **Extend Yourself Green** is used where a child has demonstrated sufficient understanding and is ready to deepen, apply or extend their learning.
- ✓ Children complete their written work in black pen or pencil, as appropriate to their age and stage.
- ✓ Children respond to feedback in blue pen.
- ✓ Teachers provide written marking in purple pen.
- ✓ English work should receive written feedback (this does not need to be detailed) once each week. English written feedback should be organised through a group-per-day approach, whereby the teacher focuses on one group of pupils each day so that the whole class receives meaningful written feedback during the course of the week, as part of the lesson.
- ✓ Verbal feedback should be given to approximately half of the class during each lesson, ensuring that every child receives individual or appropriately targeted verbal feedback throughout the course of the week.
- ✓ Mathematical calculations should be marked using a tick when correct and a dot when incorrect.
- ✓ Mathematical calculations may be marked by the teacher in purple or, where the class is involved in group/live marking, by the children in blue.
- ✓ Mathematics should receive written feedback at least once each week and should be organised through a group-per-day approach, whereby the teacher focuses on one group of pupils each day so that the whole class receives meaningful written feedback during the course of the week, as part of the lesson.
- ✓ RE should receive written feedback twice during each topic/unit of learning.
- ✓ All other curriculum subjects should receive written feedback at least once during each topic/unit of learning.
- ✓ Written feedback should be purposeful and should identify a clear strength, misconception, correction, improvement or next step where appropriate.
- ✓ Children should be given opportunities to act upon feedback. Feedback should not simply be written in books and left without a response where a response is required.

5. The Learning Objective Highlighting System

The Learning Objective is a central part of the school's marking and feedback system. In every subject and every lesson, teachers should highlight the Learning Objective to communicate the child's current position in relation to the intended learning. The system provides children with a consistent visual language from Early Years through to Year 6:

Practice Pink

Practice Pink means: “I need to practise, fix or improve something.”

Practice Pink is used where the child has not yet demonstrated the intended learning securely or where an error, misconception or omission requires a response. The use of pink should always be constructive. It should not communicate failure. Instead, it communicates that the child has an opportunity to improve. Examples include:

- ✓ “Fix this please.”
- ✓ “Now try this again.”
- ✓ “Check your calculation.”
- ✓ “Look carefully at the evidence.”
- ✓ “Can you explain your answer?”
- ✓ “Use a more precise word.”

The child should respond in blue where a written response is appropriate.

Nearly There Orange

Nearly There Orange means: “I’m getting there, but I need to improve something.”

Orange should be used when a child has demonstrated some of the intended learning but has not yet fully met the Learning Objective or Success Criteria. For example:

- ✓ “You have identified the character’s feelings. Now explain how you know using evidence from the text.”
- ✓ “Your method is correct, but check the final calculation.”

Orange should give the child a clear route towards achieving the objective.

You Did It Yellow

You Did It Yellow means: “I have achieved it!”

Yellow should be used where the child has demonstrated successful learning, secure understanding, significant effort, perseverance or achievement of the Learning Objective or Success Criteria. Yellow should not simply mean that the work is neat or complete. It should communicate something meaningful about learning. For example:

- ✓ “You have used evidence from the text effectively to support your answer.”
- ✓ “You have independently used the correct mathematical method.”
- ✓ “You have made a clear connection between the Gospel and Catholic teaching.”

Extend Yourself Green

Extend Yourself Green means: “I am ready to take my learning further.”

Green should provide an opportunity for deeper thinking, reasoning, application, creativity or challenge. It should not simply mean completing additional routine questions. For example:

- ✓ **Maths** - “Can you prove that your method will always work?”
- ✓ **English** - “Can you improve this paragraph by using a wider range of sentence structures?”
- ✓ **Science** - “Can you explain why your results support your conclusion?”
- ✓ **RE** - “Can you explain how this teaching could influence the lives of Christians today?”
- ✓ **History** - “Can you use two pieces of evidence to decide which explanation is most convincing?”

HIGHLIGHTING COLOURS

What do they mean?



PRACTICE PINK
I need to practise, fix or improve something.





NEARLY THERE ORANGE
I'm getting there, but I need to improve something.





YOU DID IT YELLOW
I have achieved the learning objective or success criteria.





EXTEND YOURSELF GREEN
I am ready to deepen, apply or extend my learning.



★ Our teachers highlight the Learning Objective to show how we are doing.

OUR PEN COLOURS

What do we use?



BLACK
We use black pen or pencil to write our learning.





BLUE
We use blue pen to respond to feedback or fix our work.





PURPLE
Our teacher uses purple pen to give us feedback.



♥ Feedback helps us understand, improve and be the best we can be!

6. Agreed Pen Colours

A consistent pen system will be used across the school.

- ✓ **BLACK – Children's learning**
Children use black pen or pencil for their normal written work, according to age and classroom expectations.
- ✓ **BLUE – Children's response**
Children use blue pen when responding to teacher feedback, correcting errors, improving their work or completing a feedback activity.
- ✓ **PURPLE – Teacher feedback**
Teachers use purple pen when marking or providing written feedback.

The purpose of this system is to make the learning dialogue visible and understandable. It enables children, teachers and leaders to distinguish easily between the original learning, the teacher's feedback and the child's response.

The pen colours are a St Joseph's school convention. They are not an Ofsted requirement, and staff should not undertake additional marking simply to ensure that particular colours appear in books.

7. Written Feedback in English

English will receive written feedback at least once each week. To ensure that written feedback is manageable and meaningful, teachers will use a group-per-day approach. Each day, the teacher will focus on one group of pupils, providing purposeful written feedback that relates directly to the Learning Objective and the child's learning, with the pupils during the lesson.

Across the course of the week, this means that every child in the class receives meaningful written feedback. The feedback may identify a successful element of learning, a misconception, an area requiring correction, a question requiring further thought or an opportunity to improve or extend the work.

Teachers are not expected to write lengthy comments on every piece of English work. The expectation is that the written feedback provided is sufficiently precise to help the child understand what they have achieved and what they need to do next. For example:

- ✓ **Yellow – You Did It:** “Your opening creates a strong sense of suspense because you have chosen precise vocabulary.”
- ✓ **Orange – Nearly There:** “You have used some excellent vocabulary. Now improve your final paragraph by varying your sentence openings.”
- ✓ **Pink – Practice:** “Check your punctuation in this paragraph. Can you find the three missing commas?”

8. Verbal Feedback

Verbal feedback is an essential part of teaching and learning at St Joseph’s. Teachers should provide verbal feedback to approximately half of the class during each lesson, with the expectation that all children receive meaningful verbal feedback during the course of the week.

Verbal feedback should be purposeful and linked to the Learning Objective. It may be provided while the teacher is circulating, during guided groups, through questioning, during live marking, through individual conferencing or during whole-class discussion. For example:

- ✓ “You have correctly identified the main idea. Now I want you to explain why the author has chosen that particular word.”
- ✓ “Your calculation is correct. Can you tell me why this method is more efficient?”
- ✓ “You have made a good connection with the Gospel. Now think about how this teaching might influence someone’s actions.”

Verbal feedback does not need to be recorded in books. The purpose of the school’s expectation is to ensure that verbal feedback is distributed across the week so that no child consistently misses out on individual teacher interaction.

9. Mathematics Marking

Mathematics will have a clear and efficient marking system that allows children to identify immediately whether their calculations are correct.

- ✓ A **tick** indicates that a calculation is correct.
- ✓ A **dot** indicates that a calculation is incorrect and requires the child to revisit the calculation.

Where the teacher is marking the work, the tick or dot will be completed in **purple pen**. Where children are participating in live or group marking alongside the teacher, the children may use **blue pen**.

The dot is deliberately used rather than simply providing the correct answer. This encourages children to identify the error, think about their method and correct their own work. For example:

$$24 \times 6 = 144 \checkmark$$

$$37 \times 4 = 128 \bullet$$

The child should then revisit the calculation and correct it in blue.

Where a misconception requires further explanation, the teacher should provide verbal or written feedback rather than simply placing a dot. Mathematics should receive written feedback at least once each week. This written feedback should focus on mathematical understanding, reasoning, problem-solving or misconceptions rather than requiring extensive written comments on every calculation.

To ensure that written feedback is manageable and meaningful, teachers will use a group-per-day approach. Each day, the teacher will focus on one group of pupils, providing purposeful written feedback that relates directly to the Learning Objective and the child’s learning, with the pupils during the lesson.

10. RE Marking and Feedback

RE is central to the Catholic life and mission of St Joseph’s and therefore receives a clear and purposeful approach to feedback. Written feedback will be provided twice during each RE topic/unit of learning. Each week, the teacher will focus on one group of pupils, providing purposeful written feedback that relates directly to the Learning Objective and the child’s learning, with the pupils during the lesson.

Across the course of the topic, this means that every child in the class receives meaningful written feedback. The feedback may identify a successful element of learning, a misconception, an area requiring correction, a question requiring further thought or an opportunity to improve or extend the work.

The purpose of RE feedback is to assess and develop children's knowledge and understanding of Scripture, Catholic teaching, religious vocabulary, prayer and worship, Catholic Social Teaching, moral reasoning and their ability to make meaningful connections.

Feedback should encourage children to think deeply and reflect rather than simply recall information. For example:

- ✓ "You have accurately explained the story of the Good Samaritan. Can you now explain what Jesus was teaching people about how we should treat others?"
- ✓ "You have identified an important message from the Gospel. Can you connect this to Catholic Social Teaching?"
- ✓ "You have explained what forgiveness means. Can you now consider why forgiveness can sometimes be difficult?"

RE feedback should reflect the distinctive nature of religious education and should help children develop both religious knowledge and the ability to reflect upon its meaning. Incorrect key vocabulary spelling or incorrect capital letters should also be corrected.

11. Feedback in Other Curriculum Subjects

All other curriculum subjects should receive written feedback at least once during each topic or unit of learning, where appropriate. This includes subjects such as science, history, geography, computing, art, design and technology, music, PSHE and other curriculum areas taught at St Joseph's.

The written feedback should relate to the specific knowledge and skills being taught. For example:

- ✓ In science: "You have accurately recorded your observations. Now explain why you think this happened using scientific vocabulary."
- ✓ In history: "You have correctly identified two causes of the event. Can you explain which cause you think was most significant and why?"
- ✓ In geography: "You have correctly located the countries. Now explain how the climate affects the way people live in this region."
- ✓ In art: "You have used tone effectively to create depth. Can you now experiment with how changing the pressure of your pencil affects the tone?"
- ✓ In computing: "You have created an effective algorithm. Can you identify where a loop could make your code more efficient?"

The frequency requirement ensures that every curriculum area receives meaningful written feedback while avoiding a requirement for teachers to write extensive comments after every lesson.

12. Live Marking and Feedback

Where appropriate, teachers should provide feedback during the lesson rather than waiting until after the lesson. Live marking enables teachers to identify misconceptions immediately and allows children to respond while the learning is still active.

This may include a teacher working with a small group, discussing a piece of writing with a child, checking mathematical calculations, questioning a child's understanding or asking a child to improve an answer immediately. Live marking is particularly valuable because the teacher can see the child's thinking and the child can immediately act upon the feedback.

Where children mark alongside the teacher, they should use blue pen. This provides an opportunity for children to develop their understanding of assessment and become increasingly independent in identifying and correcting their own errors.

13. Feedback Must Lead to Action

At St Joseph's, feedback should not simply be given; it should be used. Where a teacher identifies an error or improvement opportunity, children should be given an appropriate opportunity to respond. This response might be a

correction, an improved sentence, an explanation, a rewritten section, a mathematical calculation, a verbal answer, a practical demonstration or an extended response.

The response should be proportionate to the feedback. A simple spelling correction does not require a lengthy written explanation. A mathematical misconception may require the child to revisit a worked example. A weakness in an extended RE response may require a more detailed paragraph.

The key principle is: *'Feedback should result in improved learning.'*

14. Marking and Feedback Should Be Meaningful, Manageable and Motivating

St Joseph's recognises that teachers need to balance effective feedback with the demands of planning, teaching, assessment, professional development and their own wellbeing. The DfE's Marking Policy Review Group identified three principles for effective marking: *meaningful, manageable and motivating*.

At St Joseph's, meaningful means that marking has a clear purpose and contributes to learning. Manageable means that marking expectations are proportionate and achievable and do not require unnecessary written comments. Motivating means that feedback encourages children to engage positively with learning, recognise success and understand how they can improve.

The school's defined guidelines provide consistency while reducing uncertainty for staff. Teachers should not feel that they need to mark every piece of work in detail. The EEF specifically cautions against over-specifying the frequency of feedback and emphasises that different forms of feedback can be effective. The frequencies in this policy are therefore the St Joseph's agreed guidelines for consistency, rather than claims about what Ofsted, the DfE or research requires.

15. Ofsted and Marking

St Joseph's recognises that Ofsted does not prescribe a particular marking policy. The current Ofsted inspection information states that Ofsted does not specify the frequency, type or volume of marking and feedback. Our marking policy is therefore designed around children's learning, not around creating evidence for inspection.

The school's marking expectations will never be justified to staff by suggesting that "Ofsted requires it". The school has chosen these guidelines because they provide a consistent framework for feedback and ensure that children receive regular opportunities to understand and improve their learning.

16. Union Guidance and Staff Workload

St Joseph's recognises the importance of professional judgement and manageable workload. The NASUWT guidance on marking and feedback states that verbal feedback can be as valid as written feedback and that schools should not require detailed written feedback on every occasion when teachers review pupils' work. It also emphasises that marking requirements should be manageable and that teachers should retain professional judgement.

The school's policy therefore does not require "deep marking", "triple marking", "dialogic marking" or lengthy written comments on every piece of work.

The National Education Union and other teaching unions have similarly highlighted the importance of reducing unnecessary workload and ensuring that marking practices have a genuine educational purpose.

Our agreed group-per-day approach and the defined frequency of written feedback across subjects are intended to provide clarity and consistency while preventing teachers from feeling that every book must be extensively marked every day.

Any future change to marking expectations should be considered carefully for its educational benefit and workload impact.

17. Monitoring the Policy

The effectiveness of this policy will be monitored through discussions with teachers and pupils, lesson visits, pupil voice, review of work over time and consideration of pupil progress.

Monitoring will focus on whether children understand the Learning Objective, whether feedback is helping children improve, whether children are responding to feedback, whether misconceptions are being addressed and whether feedback is informing subsequent teaching.

Monitoring will not focus on counting the number of comments written by teachers or judging teachers according to the volume of marking in books.

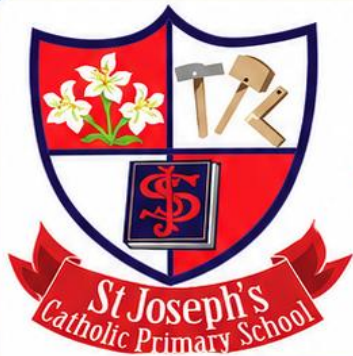
18. Our St Joseph's Principle

At St Joseph's Catholic Primary School, we believe that the purpose of marking and feedback is not to fill books with comments. It is to help children learn, improve, achieve and flourish.

- ✓ We want our children to understand that feedback is not criticism; it is an opportunity.
- ✓ We want them to recognise that mistakes are part of learning.
- ✓ We want them to celebrate success without becoming complacent.
- ✓ We want them to have the courage to have another go.
- ✓ We want every child to understand that they have the ability to grow and develop the gifts God has given them.

Our approach is therefore simple: **SHINE**

Spot it. Have a go. Improve it. Notice your success. Extend yourself.



OUR FEEDBACK HELPS US GROW!

We use colours and **SHINE** to help our learning.

HIGHLIGHTING COLOURS

What do they mean?



PRACTICE PINK

I need to practise, fix or improve something.



NEARLY THERE ORANGE

I'm getting there, but I need to improve something.



YOU DID IT YELLOW

I have achieved the learning objective or success criteria.



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I am ready to deepen, apply or extend my learning.



Our teachers highlight the Learning Objective to show how we are doing.

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What do we use?



BLACK

We use black pen or pencil to write our learning.



BLUE

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PURPLE

Our teacher uses purple pen to give us feedback.



Feedback helps us understand, improve and be the best we can be!

SHINE – OUR 5 STEPS TO SUCCESS!

S

SPOT IT

Look carefully at your work. What have you done well? What needs improving?



H

HAVE A GO

Have a go at responding to your teacher's feedback.



I

IMPROVE IT

Make your work better. Fix it, add to it, make it even stronger!



N

NOTICE YOUR SUCCESS

Be proud of what you have achieved and the progress you have made.



E

EXTEND YOURSELF

Challenge yourself! Can you take your learning further? Can you go deeper?



We are all on a learning journey.
Let's **SHINE** every day!



INSPIRED BY CHRIST, WORKING TOGETHER, ACHIEVING OUR BEST



OUR FEEDBACK HELPS US GROW!

We use colours and **SHINE** to help our learning.

MISCONCEPTIONS
GAPS IN THE KNOWLEDGE

BASIC SKILLS
SPELLING AND GRAMMAR

CHALLENGE

SHINE THE LIGHT

S SPOT IT

H HAVE A GO

I IMPROVE IT

N NOTICE YOUR SUCCESS

E EXTEND YOURSELF

