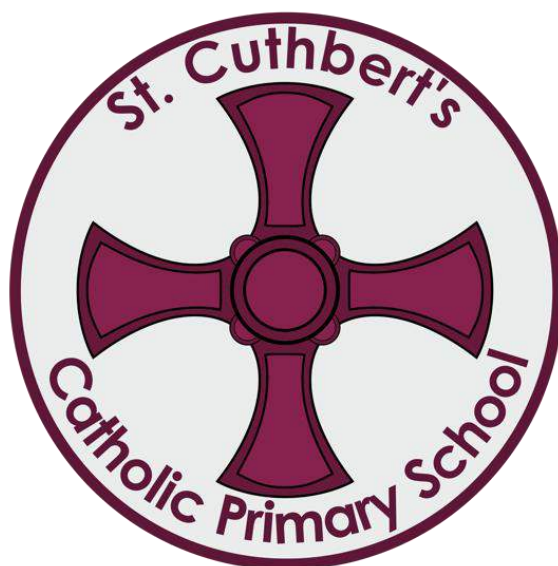


St. Cuthbert's Catholic Primary



Assessment & Feedback Policy

Approved by:	Governing Body	Date: November 2025
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1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools:

- **Excellence:** RSE and PSHE is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. PSHE and RSE enable us to explore issues and teach children how to respect themselves, others in school, in their community and the wider world.
- **Community:** we teach our pupils about their immediate and wider communities, about democracy in society and the importance of tolerance.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in our curriculum.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Aims

This purpose of marking, feedback and assessment is:

- to ensure feedback in whatever form always helps children make progress;
- to ensure feedback is meaningful, motivating and manageable;
- to ensure feedback supports the acquisition of the knowledge and skills set out in our curriculum;
- to support consistency in feedback and expected standards of presentation;
- to provide clear feedback to the children about strengths and weaknesses in their work;
- to promote teacher / child interaction;
- to recognise, encourage and reward children's effort and progress;
- to focus teachers on those areas of learning where groups and individual children need specific help;
- to motivate pupils in their learning through praise and supporting progress;
- to ensure that time spent on feedback is worthwhile and manageable for staff.

3. Roles and responsibilities

3.1 Teachers & HLTAs leading lessons

- The adult delivering teaching is responsible for marking, feedback and assessment given in class
- Teachers/HLTAs should use any marking or observation of work and learning to inform future teaching e.g. addressing misconceptions with whole class, identifying pupils ready to progress.
- Teachers should direct teaching assistants to specific areas in which feedback should be given.

3.2 Teaching assistants

- Support the class teacher with marking and feedback in lessons
- Take guidance from class teacher / adult leading the session to determine what specific areas should be marked
- Support the class teacher when giving feedback on online learning in the event of isolation / lockdown

3.3 Subject leads

- Observe feedback in lessons
- Support staff in giving effective feedback to best support pupil progress

3.4 Senior leaders

- Observing feedback in lessons
- Ensuring staff are well equipped to making sure all pupils benefit from high quality feedback
- Ensuring feedback and marking are effective across school
- Ensuring staff well-being and time are considered in all marking and feedback requirements.

3.5 Governing Body

- Holding SLT accountable for pupil progress across school
- Discussing marking and feedback in terms of ensuring pupil progress with subject leads
- Ensuring marking, feedback and assessment are mindful of the wellbeing and workload of staff

4. Verbal feedback, class feedback and marking

4.1 Day to day guidelines

- As often as possible, the child should be present when the work is being checked to ensure teacher / child interaction. In this case, both teachers and teaching assistants should make any checks, margin marks or short comments in turquoise pen to aid senior leaders and subject leaders without the need for VF or subsequent marking.
- Whenever work is marked after the lesson and the pupil is not present, teachers should mark in red pen and teaching assistants mark in black pen.
- Staff should be sensitive to the quantity and purpose of errors they mark whilst ensuring basic skills and standards of presentation are high. Pages of incorrect marks are demoralising and serve no purpose. Where there are misconceptions, direct teaching should be planned in to support learning.
- When looking at work, staff should be aware of common or persistent mistakes and ensure these are addressed through direct teaching rather than repeated comments in multiple books. Transcriptional errors are particularly important.
- The use of technology e.g. Teams to provide feedback can be useful and used where appropriate.
- Feedback should be given in line with the subject being taught e.g. RE marking should indicate next steps for learning in RE. **Next Step / Now Try This** triangles should be used to further develop knowledge or understanding of RE, not the English.

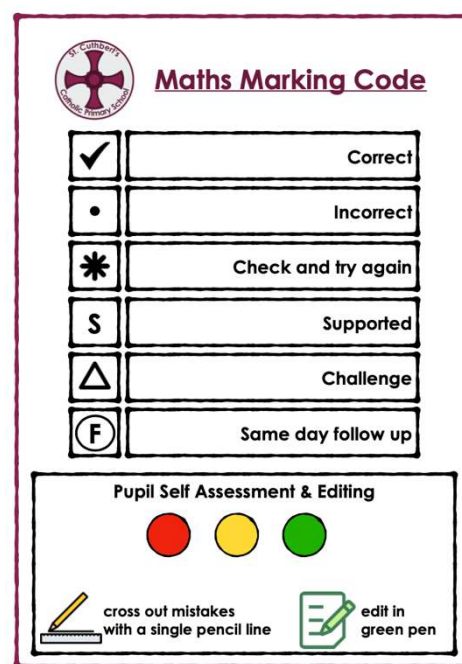
- Feedback in PE, Music and Art should only be verbal.
- It may not be appropriate to 'mark' work in all lessons such as PSHE where pupils are reflecting and writing their own thoughts and opinions
- In ALL written work, common spelling mistakes and punctuation errors may be corrected using English symbols.
- Presentation and pride in work should always be the expectation but there should be provision made for pupils to explore e.g. with maths workings / jottings or with art / D&T sketches.

4.2 EYFS Specific Feedback

- Feedback is given to pupils verbally and shared with EYFS staff, SLT and parents through Tapestry.
- Maths and English books record highlights of learning journeys over the year.
- Ongoing assessments are an integral part of the learning and developmental process
- Observations of children in adult led and continuous provision feed directly into assessment and planning (AfL)
- Tapestry is used to monitor progress in all areas of EYFS

4.3 Maths specific feedback

- When giving feedback children's work we are not simply looking for correct answers, but also methods for working out calculations.
- Staff need to have regard for methods of working, processes and by looking for evidence of logical thinking processes and listening to, or reading, the child's explanation.
- Ideally the child should be present when work is being checked to ensure teacher / child interaction. This is indicated in turquoise pen.
- Where the child is not present, work should be marked / reviewed in red or black pen – support should be targeted, further fluency practice given or a **Now Try This** challenge given indicated by a triangle.
- Incorrect calculations / answers should be repeated in the exercise book and corrected with a C.



- Children self-correct their work by putting a small cross next to the error.
- Children in KS2 correct their work in green pen.
- Children use a traffic light system to self-assess their work. Children in KS2 MAY write a comment in green pen e.g. in response to a question or as a note to the teacher.
- **Now Try This** challenges should be given at least once a week.

4.4 English specific feedback

Punctuation and Grammar

- Spelling, punctuation and grammar will be corrected according to the learning objectives or targets.






Written Work










- Children will learn to regard mistakes made in writing as learning opportunities to help them reflect on the writing process.
- Children, both individually and in groups, will be given chances to develop their written work in all subjects, not just English. They will be encouraged to reflect on edit and rewrite work they have produced.
- As children progress through the school there is an expectation that they should be editing and improving work before it is seen by an adult.
- 'S' (supported) indicates that a high level of support has been given.
- 'G' (guided) indicated that children have worked with an adult on a specific activity
- There is an expectation for pride in presentation in all written work.

Extended Writing

This is completed weekly or at least fortnightly. Every child will have their work deep marked according to the criteria mentioned below unless they have taken part in conferencing in the lesson with a teacher or TA in which case the adult will have used a turquoise pen.

Staff will use the following symbols when marking written work in all curriculum areas.

 <h3>Editing Symbols</h3>	
	Add a finger space
A	Capital letter missing
.	Full stop missing
	Add a conjunction
	Add a missing word
sp	Check spellings
[]	Re read & edit to check sense
	Check grammar / tense
P	Check all punctuation
? ! " ' () - ; :	Other punctuation missing

 <h3>Marking Codes</h3>	
	Correct / Evidence of learning objective
.	Incorrect
	Well done for...
	Next Step / Challenge
	Edit linked to English expectations
	Target for next time
S	Supported
	Same day follow up
<h4>Pupil Self Editing</h4> <div>  cross out mistakes with a single pencil line </div> <div>  edit in green pen </div>	

4.5 Deep Marking

- Deep marking at St Cuthbert's refers to **written work** (either in English or cross curricular writing) which has been closely marked and gives pupils the opportunity to respond subsequently and make improvements. This can be done through conferencing or through subsequent marking / feedback depending on the age and independence of the pupil.
- Teachers should praise work as well as setting edits in which pupils can make improvements. This can be done through written comments or through the use of technology and is left to the professional judgement of teachers.
- The **minimum** amount of deep marking should be one piece of work per RE topic and each piece of extended writing.
- With younger children or children who most benefit from verbal feedback, this feedback and subsequent edits should be done with an adult so the pupil makes best progress. Time can be planned into lessons to allow for this conferencing.

5. Staff Wellbeing

- Marking after lessons is a task often undertaken outside teacher directed hours and if not managed well can become onerous.
- Teaching Assistants should not be required to take any marking and feedback tasks home outside of working hours.
- Although teachers may take books home to mark, we would encourage year group teams to manage marking and feedback within lessons using as much verbal and whole class feedback as possible to minimise onerous written marking.
- Where a maths session is a 'split' session, staff should use the directed time whilst pupils are in assembly / celebration of the word to mark and set edits or **Now Try This** tasks.

6. Links with other policies

This policy is linked to our:

- Behaviour policy
- Staff Wellbeing
- Curriculum Policies
- Presentation Policy