



St Joseph's Catholic Primary School

FAST FEEDBACK MARKING POLICY

September 2025

1. Introduction

1.1 Purpose of the Policy

This policy outlines our school's approach to marking and feedback under the 'Fast Feedback' model. The primary purpose is to ensure that all feedback provided to pupils is timely, effective and impactful, enabling them to make continuous progress.

Feedback should not be about producing written evidence for external audiences, but rather to serve the learning and development of our pupils.

1.2 Legislative and Regulatory Context

This policy is informed by:

- **Ofsted Education Inspection Framework (EIF)**, 2019, updated 2023 – which emphasises curriculum intent, implementation and impact over marking compliance.
- **Teacher Workload Review Group Report on Marking** (DfE, 2016) – which recommends approaches that improve outcomes without increasing unnecessary workload.
- **Teachers' Standards (2011)** – especially Standard 6, which states teachers must "make accurate and productive use of assessment"; and Standard 2, which involves "promoting good progress."
- **Education Endowment Foundation (EEF) Guidance Report: Teacher Feedback to Improve Pupil Learning** (2021).

2. Aims and Principles

2.1 Policy Aims

- To raise pupil achievement by delivering feedback that is immediate, responsive, and aids learning.
- To create a culture where feedback is valued, acted upon and used to inform future teaching.
- To reduce unnecessary written marking to safeguard teachers' wellbeing and time.
- To ensure clarity and consistency in feedback practices across all phases and subjects.

2.2 Core Principles

Our feedback is guided by the following FAST principles:

- **Fast:** Provided promptly to maximise relevance and impact.
- **Actionable:** Pupils are clear about what to do next to improve.
- **Specific:** Tied directly to learning intentions and success criteria.



- **Targeted:** Focused on key misconceptions, misunderstandings or strengths.

Feedback, not marking, is the driver of progress.

3. Key Features of Fast Feedback

3.1 Feedback Over Marking

The traditional emphasis on frequent detailed written marking has been replaced with varied feedback methods that are more closely aligned with the flow of learning. Fast Feedback prioritises:

- **Verbal feedback** during learning for immediate clarification. (using verbal feedback stamp)
- **Whole-class feedback** to address common misconceptions seen in books. (using conferencing stamps)
- **Live marking** while pupils are working.
- **Peer and self-assessment** that fosters metacognitive awareness. (peer assessment – pink pen self-assessment purple pen)
- **Occasional written comments**, when they are meaningful and will have impact.

3.2 Types of Feedback

1. **Immediate Feedback:** Given at the point of learning during a lesson.
 - a. Live marking
 - b. Verbal feedback
 - c. Peer/self-assessment
2. **Summary Feedback:** Given after pieces of work or units.
 - a. Whole-class feedback
 - b. Retrieval quizzes
 - c. Marking codes
3. **Feedforward:** Plans and teaching are adjusted based on feedback.
 - a. Reteaching of concepts
 - b. Pre-teaching in response to gaps in learning

4. Implementation Procedures

4.1 Planning for Feedback

Teachers plan for feedback opportunities within and between lessons. Formative assessment opportunities such as retrieval tasks, questioning and low-stakes quizzes are used to inform feedback provision.

Feedback is linked directly to the learning objectives and success criteria discussed at the start of the lesson, facilitating meaningful pupil reflection.



4.2 Use of Codes or Symbols

Teachers may use school-agreed codes or symbols to quickly indicate types of errors or required revisions:

- C – Conference group or whole class conference
- // – New paragraph
- VF – Verbal feedback given
- SP – Spelling error

These reduce the need for excessive written comments while maintaining clarity.

Pen colours

Verbal feedback stamp – green pen used by adult and child

Conferencing stamp – green pen used by adult and child

Self-edit/assessment – purple pen used only by the child

Peer-edit/assessment – pink pen used by other peers

Reflections – purple pen used by the child at the end of lessons

4.3 Opportunities for Pupil Response

Pupils are regularly given time to respond to feedback through

- Redrafting selected parts of a written response.
- Correcting identified errors.
- Answering challenge questions.
- Completing improvement tasks.

These responses are vital as they evidence pupil engagement and progress and support ongoing assessment for learning.

4.4 Frequency and Expectations

- Conferences can be timetabled and/or spontaneous according to need.
- On the spot **verbal feedback** happens as much as possible and children can make ad-hoc edits using green pen across all subjects in the curriculum
- Maths and English in-depth **conferences** are held for each child at least once a week
- Science **conferences** should happen at least twice every unit and more often if the unit is longer than 4 weeks
- Foundation subject in-depth **conferences** held a for each child a minimum of twice per block
- High expectations of presentation are paramount and presentation must be referred to regularly when using **verbal feedback** or **conferencing**.



- **Peer-edit** are held when meaningful and purposeful and should be evident at least twice per unit of work.
- **Purple pen reflections** at least 4 times per week in English and Maths (these can include conference reflections) for KS2
- **Purple pen reflections;**
 - RE – once per week
 - Science – once per week
 - Geography – x3 per unit
 - History – x3 per unit
 - Art/DT – 3x per unit

5. Subject-Specific Considerations

5.1 Core Subjects (English, Maths, Science)

- **English:** Feedback focuses on structure, clarity and grammar. Teachers may annotate modelled writing during lessons and provide guided group feedback.
- **Maths:** Immediate feedback is important to address misconceptions. Pupils may correct errors using live guidance.
- **Science:** Teaching should incorporate retrieval practice and feedback following practicals and end-of-unit assessments.

5.2 Foundation Subjects

- Where learning outcomes are more holistic (e.g., creativity, performance, investigation), teachers may use audio or verbal feedback, photo evidence with annotations, or small-group conferencing.
- Written marking is applied in moderation only where deemed beneficial – for example extended or final published written work in English

5.3 EYFS

In the Early Years, feedback is almost always verbal and given immediately during play or adult-guided activity. Observations are used to assess understanding and inform next steps through child-initiated learning opportunities.

6. Monitoring and Evaluation

6.1 Role of Leaders

Senior and middle leaders will monitor the implementation and impact of this policy through:

- Work reviews (conducted with staff feedback and pupil work samples).
- Regular learning walks and drop-ins.
- Pupil voice interviews and surveys.
- Review of assessment information and progress evidence.



Monitoring is focused on the effectiveness of feedback in improving outcomes, rather than adherence to marking routines.

6.2 Staff Training and Development

Ongoing CPD supports staff in refining fast feedback approaches, including:

- Modelling high-impact verbal feedback.
- Designing effective whole-class feedback summaries.
- Embedding feedback into planning and delivery.

All new staff receive training in the school's feedback approach during induction.

6.3 Review Cycle

This policy will be formally reviewed annually as part of school self-evaluation. Updates may be informed by:

- Staff and pupil feedback.
- National guidance updates (DfE, Ofsted).
- Internal monitoring reports.
- School improvement planning.

7. Roles and Responsibilities

7.1 Classroom Teachers

- Provide timely, actionable and specific feedback.
- Use professional judgement to determine the most effective mode of feedback.
- Plan lessons that respond to assessment for learning.

7.2 Subject Leaders

- Ensure alignment of feedback expectations with subject pedagogy.
- Monitor consistency and impact of feedback within their subject area.
- Support colleagues with training and sharing best practices.

7.3 Senior Leaders

- Provide strategic oversight of marking and feedback practices.
- Ensure that workload is manageable and expectations are realistic.
- Monitor effectiveness through data and quality assurance processes.

7.4 Pupils

- Engage honestly with feedback provided.
- Use time to respond to and improve from feedback.
- Develop independence in reviewing and evaluating their own learning.



8. Links to Other School Policies

- Teaching and Learning Policy
- Assessment Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Wellbeing Policy

9. Appendices

9.1 Key Guidance References

- DfE (2018) *Reducing teacher workload: Marking*
- Ofsted (2019, updated 2023) *Education Inspection Framework*, para 216
- Workload Reduction Toolkit (DfE)
- Teachers' Standards (DfE, 2011)
- EEF (2021) *Teacher Feedback to Improve Pupil Learning*

This policy supports the implementation of assessment and feedback practices that are efficient, effective, and focused on learning. Through our FAST FEEDBACK approach, we aim to empower pupils and teachers alike to concentrate on meaningful learning.

This Policy will be reviewed in September 2026