



RELIGIOUS EDUCATION FEEDBACK AND MARKING POLICY

St. George & St. Martin's Catholic Academy

Mission Statement

GROWING, LEARNING, LOVING, IN CHRIST;
UNITED IN PLAY, PRAYER AND PEACE

Rationale

'Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. For feedback to be effective, we need to create classrooms where students welcome and use feedback.' (EEF, 2021).

Feedback can redirect or focus the teacher or the learner to achieve a goal. Feedback can focus on the output of a task, the process of the task or the learner's management of their learning or self-regulation. The feedback can be provided in written and verbal form and be provided by a teacher, learning support assistant, associate teacher, anyone taking a teacher role or from peers.

Aims






Effective feedback is an essential means of supporting and developing children's religious understanding and learning. Effective feedback is:

- Supportive and encouraging - not threatening the learner's self-esteem.
- Specific in that it informs the child what they have done well.
- Specific in providing guidance on how to improve.
- An opportunity to further the children's thinking through challenge/extension.

Marking Procedure

- Adults writing to be neat and legible and in the cursive style.
- Green pen should be used by staff; red pen used by the children to respond.
- Feedback will take place with the child during the lesson by the adult or peers in the room. This in the moment, immediate feedback, during the lesson, provides instant feedback for the child and is designed to move their learning on in real time – 'Shoulder surfing'. This is the most influential means of feedback especially for younger learners (EEF, 2018). This verbal feedback will be indicated by the use of VF written in the margin. It may be used when a child has a misconception, has made a simple error or needs to deepen their response.
- All lessons will have a pre-planned extension task (three options with AT2/3 focus). Scaffolding will be provided to aid the children in developing their response. These questions may be taken from the 'Diocesan Age Related Standards for Primary' document. These will be incorporated into the lesson and supported by the teacher through whole class teaching and scaffolding.
- These extension questions will be marked following the lesson and, where appropriate, the teacher will question further to deepen understanding. Any further extension is to be responded to by the child using red pen.
- Any additional response that is required is indicated by the use of symbols in the children's books. These are shown in the table below.
- Children should use these tasks as an opportunity to link responses to prior learning.
- Subject specific spellings will be corrected e.g. God, Jesus, miracle, parable etc. This includes errors with non-capitalisation of words such as: God, Heaven etc.

Marking Symbols

	Deepen your response
	Make a link (scripture, religious artefact, church teaching)
	Give an example of someone who lived this out
	How can you live this out?
	Write an 'I wonder' question related to your learning

Dependent upon the level of support needed, a child can be guided towards an error or extension of the task by an asterisk. However, the child might require more specific guidance, therefore the following codes could be used.

SP	Spelling correction
CL	Capital letter
WS	Work completed with support
VF	Verbal feedback given
✓	Correct response
✓✓	Greater depth response

Policy Reviewed by: J. Bridgewater, D Farmer
Date: 22/1/24

Signed: _____ Headteacher Date: _____

Signed: _____ RE Lead

Policy to be reviewed: July 2026