

Alston Lane Catholic Primary School

Marking and Feedback Policy (July 2026)

This policy complements our Teaching and Learning policy, helping to maximise the full learning potential of all our children.

Policy Principles

- Wherever possible, children should be involved in feedback and marking practices, encouraging a dialogue for learning between children and adults.
- Feedback may be written and/or oral.
- It may be immediate or reflective (i.e. working with the child or marked away from the child)
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge.
- Feedback and marking should predominantly focus on the learning objective and success criteria. However, spelling, grammar and presentation should also be commented on, as appropriate, according to age related expectations and individual needs.
- Feedback and marking is constructive and should be seen by children as a positive means to improving their learning.
- There will be a consistent approach to feedback and marking throughout the school with set codes and strategies in place.
- It will be underpinned by the confidence that every child can improve.
- Marking and feedback should develop a culture which allows mistakes and risk taking.

Feedback and Marking in the AfL Cycle

Effective feedback and marking is embedded in the assessment for learning cycle, whereby:

- Children are clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc)
- Skillful, rich questioning is used to explore children's understanding; identify misconceptions; challenge and develop thinking and thus provide opportunities for adults to give well- directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment, where applicable, allows children to reflect on progress in their learning identifying areas of success and opportunities for improvement.

Marking should be positive, clear and appropriate in its purpose, offering constructive feedback linked to the learning objective as indicated in the title of the work. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and respond to comments and symbols where relevant.

Verbal Feedback:

Verbal feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Feedback can be given at an individual, group or whole class level. This may happen whilst the children are working or after the learning has taken place. This form of feedback is used across all key stages and is particularly appropriate for Reception and Key Stage 1 where children might not understand written feedback.

Marking Strategies:

- Marking codes will be used for all pieces of work
- Marking is always linked to learning objectives and success criteria
- Teachers support children to self-assess against success criteria and improve their work using purple pen
- Stamps, stickers and house points are used to celebrate success
- Spellings are identified by the teacher to rewrite below. Others may be written in the margin or above the word by the teacher to show incorrect spellings
- Next steps may be shown with an arrow or further examples given to complete

Self - Assessment:

Pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement using the agreed success criteria. Pupils need to be taught these skills. See Appendix 3.

Timetabling Feedback and Children's Response

Feedback will usually take place during Fix-it time. It may also take place at other times chosen by the teacher. E.g. during registration, assemblies or quiet reading times.

Children will be given the opportunity to respond to the teacher's comments during Fix-it time and at other times deemed appropriate, in their purple pen.

Expectations

To inform marking and feedback, the learning objective and success criteria, where appropriate, must be shared with children and visible for them to see and refer to. The learning objective will be recorded as the title of each piece of work where appropriate. This may be stuck in or written. Success criteria can also be devised in partnership with children through a series of lessons.

Each piece of work will be marked by an adult. Detailed feedback and marking will be given regularly in the core subjects and when appropriate in the foundation subjects. Marking may focus on a correction, an improvement or encouragement for the child to have a go at a more challenging example or apply their understanding to a problem. This will be dependent on what is being taught.

Adults may record (using the codes in Appendix 1) whether work has been done independently or with support. Spellings, punctuation and grammar will be marked in every subject when appropriate. The corrections will be appropriate to the attainment of the child. Key spellings will be given for children to copy out as part of their response to marking.

Developmental marking may be used to ask additional questions of the child. These will be answered by the child in purple pen and used as additional assessment evidence by the teacher.

Parents

It is important that parents are aware of how the marking system works. This policy will be available on the school website at all times.

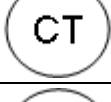
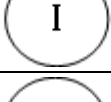
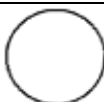
Monitoring and Review

Work sampling by the senior leadership team and subject leaders
Discussion involving children
Lesson observations
Impact on summative assessment results

Appendices

- 1- Marking codes
- 2- Learning Objectives and Success Criteria
- 3- Self Assessment in English Writing

Appendix 1: Marking Codes

Sticker or Stamp	This work has been done very well
	Arrows tell you what your next step is
	Check your work
	Objective Achieved
	Objective Partially Achieved
	Objective Not Achieved
	Verbal Feedback – Given during or after the lesson
	Challenge Time – complete a challenge
	Fix-It Time – the teacher will work with you in Fix-It time
	Independent Work (assessed work with no scaffolded support)
	Supported Work. You had some help with your work
	One-to-One. An adult helped you with most of your work
	Self-Assess. Mark your work against the success criteria
Sp _____	Spelling mistake. This needs to be corrected
	This part does not make sense. Check it
//	A new paragraph is needed here
Λ	Missing word
	Circles around letters or punctuation means you have used capital letters or punctuation wrongly

Appendix 2: Learning Objectives and Success Criteria

Learning Objective: the learning which children are expected to attain by the end of the lesson.

Success Criteria: breakdown of the learning that is taking place. Steps/ingredients that pupils need to include, to achieve the learning objective.

E.g.

	Learning Objective	Success Criteria
Maths	To estimate acute angles and accurately measure using a protractor.	• Identify acute angles • Estimate approximate size of an angle <u>Process Success Criteria</u> • Place the protractor so the numbers are the correct way up; • Line the horizontal axis along the bottom edge of the shape; • Move the cross along to the vertex of the angle; • Follow the scale/ measurement starting at zero and read off the size of the angle.
English	To use descriptive writing techniques in a story setting.	• Use adjectives; • Use adverbial phrases; Draw on the senses; • Use a range of sentence types to build atmosphere.

Appendix 3: Self-Assessment in English Writing

Reception and Key Stage 1

Use colour coding to highlight grammar and punctuation.

Yellow	Punctuation and capital letters
Orange	Joining words
Red	Adjectives
Green	Nouns
Blue	Verbs
Purple	Adverbs
Λ	Missing word

Reception class will identify full stops and capital letters (progression throughout the year)

Year 1 – punctuation, joining words and adjectives (progression throughout the year)

Year 2 – all areas (progression throughout the year)

Key Stage 2

Use Bronze, Silver and Gold writing targets to self-assess final pieces of writing and/or success criteria to assess shorter pieces. Children can self-assess as their writing progresses if longer pieces are split over a few days. (use fix-it time)

Teacher marking will happen after children have edited and improved their work.

1. Choose different colours to underline elements of the Bronze, Silver and Gold targets.
2. Underline 5 or 6 examples in the writing, using the corresponding colour – use a ruler.
3. Tick off the target when enough examples have been found.
4. Use circles around punctuation rather than underlining.
5. Use a small square of colour to show where new paragraphs or ‘a new line for a new speaker’ has been used.
6. Write up to 3 ‘things I did well’ and ‘what I would like to improve’.