St. Joseph's Catholic Primary School

Marking and Feedback Policy

Approved by:	Governing Body	Date: December 2016
Last reviewed on:	February 2025	
Next review due by:	March 2028	

Aim

The aim of this policy is to ensure that all staff have a clear understanding of the purpose, process and procedures of effective marking and feedback.

Purpose of marking and feedback

It is important for the children to know that their work is **worthwhile** and **when they have done well,** and also **their next step in learning.**

Effective marking and feedback will:

1. Tell the child what they have done well, and what they need to do to improve their work.

2. Increase a child's confidence and self-esteem.

3. Support teachers' knowledge of their pupils so as to help plan their next steps in learning.

4. Develop a culture of open dialogue where children respond to feedback readily.

Process

There are four distinct areas of marking and feedback:

1. '**Light touch marking**' is an acknowledgement of work done. Light touch marking is where one theme, e.g. spelling, setting out of an algorithm, is focused upon for each child in the class/group. Home learning will generally be light touch marked.

2. '**Developmental marking/Feedback'** gives insightful feedback to an individual or group of children which will help them make progress. Developmental points may be verbal but evidence of the discussion is needed.

3. '**Peer assessment/ Self-assessment**' allows for children to evaluate others' work or their own. This is a useful tool if used carefully, overuse is to be avoided.

4. '**Verbal feedback**' from teachers affords children instant advice which can prompt deeper learning or address misconceptions.

Procedures

At St. Joseph's we have some non-negotiables when it comes to marking and feedback.

Non-negotiables:

- All marking is carried out in green pen.
- All marking to be carried out in age appropriate legible handwriting. Marking keys to be followed (see appendix 1).
- All pupil work in formal books to be acknowledged by teacher or support staff – light touch marking, initialed by the staff member if not the class teacher.

- In RE and English extended pieces of writing are developmentally marked /feedback given to the children.
- Children to respond to all feedback and demonstrate they act upon it in future outcomes.
- <mark>Learning Objective/Success Criteria met independently will be highlighted in green</mark>.
- <mark>Learning Objective/Success Criteria not fully met independently will be highlighted in yellow.</mark>
- If objective is not highlighted, it means that the child has not understood and remedial action will need to take place.

Marking and feedback in the Early Years

Marking and feedback in the Early Years is characterised by:

- Discussions/observations held with individual children and next steps identified for them.
- Quality work or improvements in work, to be rewarded with stamps or stickers.
- Children to be reminded of personal targets as often as possible.
- Where appropriate, provide developmental feedback.

Marking and feedback in the Lower, Middle and Upper Phase

Children in these phases will be more able to understand marking comments and what they need to do to improve:

- There needs to be a balance between next step developmental marking/feedback and general marking/feedback.
- Teachers should use a marking key.
- Strengths should be celebrated and weaknesses/misconceptions addressed.
- Children to act upon marking comments in red pen.

Equality of opportunity

All pupils are entitled to feedback in accordance with this policy. Effective marking and feedback must be accessible to all pupils at St. Joseph's and will reflect their individual needs and abilities.

Review

This policy has been agreed by staff and Governors of St. Joseph's Catholic Primary School and will be reviewed in the spring term of 2028 in line with our cycle of policy reviews.

Appendix 1

Marking keys

✓	Correct
. / X	Incorrect
<u>Word underlined</u>	Error
//	Start new paragraph
I	Independent work
S	Supported work
VF	Verbal feedback
VR	Verbal response by child
🔴	Hot write
🔵	Cold write

For developmental marking:

Q	Question
R	Reminder / remember
T	Target set
NS	Next step