



St Maria Goretti Catholic Primary School

Feedback Policy

Review date: September 2026

At St Maria Goretti Catholic Primary School we are committed to providing relevant and timely feedback to pupils both orally and in writing, this policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning. Marking should be effective in moving learning on but should be adapted to suit the needs of the child, keeping feedback simple and informative.

We believe that feedback should enhance learning through:

- Drawing attention to what children need to do to improve by acknowledging what they have done well and identifying misconceptions quickly.
- Encompassing Assessment for Learning (AFL) in order that children take responsibility for their own learning.

Aims:

- Show we value the children's work and motivate them to produce high quality work.
- Raise children's self-esteem through praise for what they do well and encourage them to raise their aspirations.
- Quickly identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high-quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically to create independence in learning and responsibility their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child, adult and peers which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for future lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally – indicated with a circled VF in books.
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.
- Time should be given for children to consider marking feedback and for them to respond to them.
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding pupil progress.
- It can be given by any adult with whom the child is working.
- It can be given by a peer as part of the learning process.
- It must positively affect the child's progress and learning outcomes.

KS1 Marking

Teachers in KS1 should mark using both pink and green pens or highlighters. Green – to show where a child may improve their work. Pink – to show where a child has achieved a learning objective or objective specific to them or their year group. Children respond in purple.

KS2 Marking

Teachers in KS2 should mark all work in red pen leaving space for a response from the child, if necessary. Children respond in green including any editing they do, any misconceptions that have been addressed during the lesson and where they have worked briefly with an adult.

Marking Symbols

The below symbols can be used in any class but should be tailored to suit the age and understanding of the child.

Adult and child editing symbols

Assessing/Editing my work	
	Spelling mistake
	Capital letter needed
	Capital letter not needed
	Punctuation mistake/Punctuation missing
	Correct word/Wrong spelling
	Omission (Word/Phrase missing)
	Good use of vocabulary
	What does this mean
	New paragraph
	Uplevel this word
	Repetition
	Grammar error
	Tense incorrect

Adult marking codes

VF	Verbal Feedback (after the lesson)
S	Supported session
I	Independent (following support)

Marking and Feedback Process

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. The Learning Objective ('Can I...') should be clearly written on each piece of work enabling adults and pupil to mark effectively against the learning objective.

Teachers' Marking

The main forms of marking and feedback will be used as follows:

1. Verbal Feedback from an adult

Direct contact with the child and discussion of the work is particularly appropriate with younger, less able or less confident children. In respect of subjects such as PE and Music, it may be predominantly if not exclusively verbal. If the feedback is given verbally a record of this will be written by the teacher in the book using the code VF. The teacher needs to note the key message discussed as a prompt for the child and adult so that areas for improvement can be addressed next time

2. Written Marking. Written marking to the LO should include the following elements.

Children's work must be acknowledged before the next lesson in order to inform future teaching and learning. This may happen within the lesson, not just after the lesson has finished.

Verbal feedback can be given in the lesson as the teacher or TA is circulating (indicated with a VF), self or peer assessment (in green) at stages throughout the lesson or at the end of the lesson. Where immediate feedback has been given - and child supported through a task – the child's response should be in green until they then resume working independently. It is important that if work has been self or peer assessed that this work is still reviewed by the teacher in order to support progression of each individual by reviewing the next steps.

Teachers will identify children's success with the learning and ensure children make progress towards meeting end of year expectations, either by:

- moving children on within the lesson
- moving children on in the next lesson
- moving children on the next time the unit is covered during the year.

Where children have made mistakes, teachers will identify whether the errors are caused by slips/lack of concentration or an underlying misconception. Errors that are the result of slips may be corrected by the child. Errors that are the result of a misconception will be addressed immediately in the lesson or (where this is not possible) through timely intervention that fits into the unit of work.

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment at which the pupil is working, which will be age related expectations for most pupils.

Punctuation and grammar

Punctuation and grammar corrected in same way as spelling. Children correct mistake in work with green or purple pen.

Modelled Writing

All work marked by teacher using above approach or looked at if self or peer assessed. Teacher uses any errors/misconceptions by adding them to next day's modelled write and therefore adding them to success criteria for next lesson.

Extended Independent Writing

Independent write – assessed piece, so no response to marking required. Useful to add evidence in green or pink relating to success criteria or skills taught so far for assessment purposes.

Wider Curriculum

It is expected that work in other areas of the curriculum be marked in the same way as English in terms of spelling and punctuation and grammar identifying 3 mistakes as a maximum.