

Feedback and Marking Policy

November 2026

St Mary's Catholic Primary School

Feedback and Marking Policy

Mission Statement

At St Mary's Catholic Primary School, we believe that every child is unique and created in the image and likeness of God. Through our Catholic values, we strive to nurture confident, resilient and reflective learners who are inspired to achieve their full potential.
Effective feedback is central to excellent teaching and learning. Our approach focuses on providing timely, meaningful feedback that moves learning forward whilst maintaining a sustainable approach to teacher workload and wellbeing.

Rationale

Research from the **Education Endowment Foundation (EEF)** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback demonstrates that high-quality feedback is one of the most effective ways to improve pupil progress. Feedback is most effective when it is:

- Timely
- Specific and focused
- Meaningful
- Manageable
- Motivating
- Acted upon by pupils

At St Mary's, we recognise that excessive written marking does not necessarily improve outcomes. Therefore, our approach prioritises high-quality teaching, verbal feedback and responsive teaching over extensive written comments.

The emphasis is on:

- Feedback that impacts learning.
- Teachers spending time planning and delivering excellent lessons.
- Children taking responsibility for improving their own work.
- Maintaining a healthy work-life balance for staff.

Key Principles
At St Mary's:

- Feedback exists to improve learning, not to create evidence.
- The most effective feedback often happens during the lesson.
- Teachers will adapt future teaching based on assessment and feedback.
- Pupils should be given opportunities to respond to feedback either verbally or written.

- Written marking should be concise and purposeful.
- Teachers are not expected to provide lengthy written comments.
- Feedback should be manageable and sustainable.
- Children are encouraged to identify and correct their own errors whenever possible.

Our Marking Colours

Teacher Marking
Red Pen: Teachers and support staff will mark and provide feedback using red pen.

Pupil Response: Green Pen
Children will edit, improve, correct and respond to feedback using green pen.
This allows clear identification of pupil reflection and improvement.

Types of Feedback

1. Immediate Feedback

This is the most common and effective form of feedback.
Examples include:

- Verbal feedback during lessons
- Live marking
- Questioning
- Mini whiteboard assessment
- Teacher-pupil discussion
- Peer discussion
- Visualiser modelling

Evidence may be seen through:

- Improved work during the lesson
- Pupil discussion
- Adaptations to teaching
- Corrections in green pen

2. Whole-Class Feedback

Teachers may review work and identify:

- Common misconceptions
- Areas of strength
- Next teaching points

Whole-class feedback may be delivered through:

- Visualisers
- Modelling examples
- Class discussions
- Follow-up activities
- Retrieval practice

This approach is often more effective than repeating the same written comment across multiple books.

3. Written Feedback

Written feedback should be used selectively when it will genuinely move learning forward.

Teachers are not expected to write lengthy comments.

Self-Assessment and Peer Assessment

Children are encouraged to evaluate their own learning and support peers appropriately.

Strategies may include:

- Editing and proofreading
- Partner discussion
- Reflection tasks

All pupil responses and improvements should be completed in green pen.

Expectations for English

During Lessons

Teachers will:

- Provide verbal feedback.
- Address misconceptions immediately.
- Use live marking where appropriate.
- Model improvements using a visualiser.

Editing and Improving Writing at St Mary's

At St Mary's Catholic Primary School, editing is an integral part of the writing process and forms a key element of our Novel Approach to Writing. We believe that all children should be

encouraged to reflect upon, refine and improve their work as authors. This develops independence, resilience and pride in their writing.

Children are introduced to the concept of improvement from the earliest stages of writing. From Year 1, pupils are encouraged to revisit their work, checking for simple spelling errors, missing words, basic punctuation and the correct formation and orientation of letters. Teachers support children in developing the habit of reviewing their own work so that accuracy and presentation become embedded from an early age. Whilst formal editing lessons begin in Year 3, younger pupils are taught to identify and make simple corrections independently, laying the foundations for effective editing and revising as they progress through the school.

Following significant pieces of writing, pupils are given dedicated editing time to:

- Correct spelling errors and check the accurate formation and orientation of letters where appropriate.
- Review the effectiveness of their vocabulary choices.
- Improve sentence construction.
- Refine punctuation and grammar.
- Strengthen the impact on the reader.
- Develop ideas through the appropriate writing lenses.
- Deepen the moment where appropriate.
- Improve clarity, cohesion and overall composition.

From Year 3 onwards, pupils engage in structured editing and improvement activities. Following significant pieces of writing, children will edit and improve their work using a green pen and one of the following editing codes:

- **E1 (Revise):** Correct spelling, punctuation, grammar or other minor errors. (**Sp** = spelling error, **P =** Punctuation and **G=**grammar)
- **E2 (Rewrite):** Improve or rewrite a sentence to make it clearer, more precise or more effective.
- **E3 (Reimagine):** Add further detail, expand ideas or enhance the writing using editing flaps where appropriate.

Pupils will be expected to:

- Re-read and review their work.
- Apply previously taught spelling, punctuation and grammar.
- Check handwriting, letter formation and presentation.
- Edit and improve their work independently where possible.
- Respond to feedback in green pen.

This approach encourages pupils to take ownership of their writing, developing their ability to evaluate, improve and refine their work independently. The expectation is that children learn to identify strengths and areas for development within their own writing rather than relying solely on adult feedback.

All editing and improvements will be completed in green pen. This ensures that improvements are clearly identifiable and celebrates the writing journey from first draft to final piece.

Expectations for Mathematics

At St Mary's Catholic Primary School, mathematics feedback will focus on identifying misconceptions, securing fluency and developing reasoning skills.

Teachers will prioritise:

- Immediate verbal feedback
- Self-checking strategies
- Reasoning and mathematical discussion
- Error analysis and responsive teaching

Pupils are expected to:

- Present their work neatly using a sharp pencil.
- Check calculations for accuracy.
- Explain and justify their methods.
- Identify and learn from mistakes.
- Correct errors and improve responses in green pen.
- Respond to feedback when appropriate.

Recording Support and Provision

Teachers may use the following annotations in pupils' books to indicate the level of support provided:

- **E** - Equipment has been used to support learning (e.g. practical resources, manipulatives or visual representations).
- **S** - The pupil has received additional adult support during the lesson.
- **Int** - The pupil has received pre-teaching or an intervention following the lesson to address misconceptions or secure understanding.

These codes provide a simple record of support and help inform future teaching, interventions and assessment.

Teachers may use whole-class feedback to address common misconceptions and adapt future teaching accordingly. The emphasis is on pupils understanding and correcting errors rather than extensive written marking. Written marking should be purposeful, manageable and focused on moving learning forward.

Foundation Subjects

Feedback should be proportionate to the learning.

Teachers may use:

- Verbal feedback
- Whole-class feedback
- Short written prompts

Extensive written marking is not expected.

Presentation Expectations

High standards of presentation support pupils in taking pride in their work and communicating their learning effectively.

Pupils are expected to:

- Write neatly using the school's agreed handwriting style.
- Form letters and numbers correctly.
- Ensure letters are correctly orientated.
- Present work carefully and take pride in its appearance.
- Write a clear title for each piece of work. Titles should only be underlined when pupils can use a ruler accurately and independently.
- Write in pencil from Year 1 to Year 4, unless otherwise directed by the teacher.
- Write in pen from Year 5 onwards, reflecting the high standards of presentation expected as pupils prepare for the next stage of their education.
- Present work neatly and accurately using a sharp pencil where appropriate.
- Keep the use of rubbers to a minimum, particularly in Years 1 and 2, to promote resilience and encourage pupils to learn from mistakes.
- When a mistake is made, draw a single line neatly through the error and write the correction alongside it.
- Respond thoughtfully to feedback and make improvements in green pen.

Teachers will maintain high expectations of presentation while recognising pupils' age, stage of development and any additional needs. From the earliest stages of writing, teachers will provide consistent, high-quality modelling to develop accurate letter formation, correct letter orientation, effective handwriting habits and good presentation skills.

Teachers will acknowledge work through:

- A tick where appropriate.

- Brief comments when required.
- Immediate verbal feedback where this has the greatest impact on learning.

Teachers are not expected to mark every page in detail. Spelling, punctuation and grammar will be addressed when they are relevant to the learning objective and stage of development. The focus will remain on helping pupils improve their work, develop independence and take pride in their presentation.

Presentation Expectations

High standards of presentation support pupils in taking pride in their work and communicating their learning effectively.

Pupils are expected to:

- Write neatly using the school's agreed handwriting style.
- Form letters and numbers correctly.
- Ensure letters are correctly orientated.
- Present work carefully and take pride in its appearance.
- Write in pencil from Year 1 to Year 4, unless otherwise directed by the teacher.
- Write in pen from Year 5 onwards, reflecting the high standards of presentation expected as pupils
- Present work neatly and accurately using a sharp pencil where appropriate.
- Respond thoughtfully to feedback and make improvements in green pen.

Teachers will maintain high expectations of presentation while recognising pupils' age, stage of development and additional needs.

Teachers will acknowledge work through:

- A tick where appropriate
- Brief comments when required

Teachers are not expected to mark every page in detail.

Spelling, punctuation and grammar will be addressed when they are relevant to the learning objective and stage of development.

Early Years Foundation Stage

From the earliest stages of writing, teachers provide consistent, high-quality and precise instruction to develop accurate letter formation, correct letter orientation, effective handwriting habits and the appropriate positioning of letters on the line. Through careful modelling and timely intervention, pupils establish secure foundations for future writing success.

In the Early Years Foundation Stage, feedback is primarily immediate and verbal. Adults provide regular praise, questioning, guidance and high-quality modelling to support learning. Feedback is given during activities to move learning forward and celebrate success. Children are encouraged to talk about their learning and make simple improvements appropriate to their stage of development.

Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Book looks
- Learning walks
- Pupil voice
- Staff feedback
- Assessment outcomes

Leaders will focus on the impact of feedback on learning rather than the quantity of written marking.

Workload and Wellbeing Statement

St Mary's Catholic Primary School is committed to protecting staff wellbeing.

Therefore:

- Marking should not create unnecessary workload.
- Teachers are not expected to write extensive comments in books.
- Feedback should be efficient and impactful.
- Book looks will focus on pupil progress rather than compliance with marking practices.
- Professional trust will be given to teachers to use feedback strategies appropriate to their pupils.

Our priority is high-quality teaching, responsive feedback and positive outcomes for children.

Conclusion

At St Mary's Catholic Primary School, feedback is viewed as an essential part of the teaching and learning process. Through a combination of high-quality teaching, responsive feedback and

opportunities for reflection, pupils are supported to become confident, independent learners who take pride in their work and strive to achieve their God-given potential.

Responsible Leader: Headteacher
Approved By: Governing Body

November 2026