St Peter's R.C. Primary School

Effective Marking and Feedback Policy

Policy	Effective Marking and Feedback Policy
Date	September 2025
Date of review	September 2026
Signed Chair of Governors	Christine Murray
Signed Headteacher	*C.Scott*

We, the family of St Peter's, united in faith by God strive to learn and grow together.

St Peter's RC Primary

Effective Feedback and Marking Policy

"The most powerful single moderator that enhances achievements is feedback".
John Hattie, 1999.

Policy Aims

In line with our school's mission statement, we have a whole school approach to the marking of pupils' work.

There is an expectation that marking is kept up to date.

Children should not be expected to begin a new piece of work, unless the previous piece has been marked.

Marking and feedback should:

- Be made throughout the lesson to reflect on learning
- Be manageable for teachers
- Be 'live' where possible
- Relate to learning objectives and success criteria, which have been shared with the pupils
- Give pupils opportunities to become aware of and reflect on their learning
- Give recognition and praise for achievements
- Give clear strategies for improvement
- Allow specific time for pupils to read, reflect and respond to feedback and make improvements during the lesson
- Respond to individual learning needs. There is an agreed code of marking, pertinent to each phase that will sometimes be done in the presence of the pupil and other times in the absence of the pupil
- Inform future planning
- Be accessible to all pupils
- Be seen by the pupils as positive in improving their learning
- Be a two-way communication between the pupil and the class teacher.

Rationale

Teachers should give pupils regular feedback, both orally and through marking, and encourage pupils to respond to the feedback. Effective marking is an essential part of the education process, used to advance pupil progress and outcomes.

All marking should be meaningful, manageable and motivating. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Please also see the final page of this document to see how we do this in EYFS.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Effective feedback comes under two main headings.

1) **Identifying strengths** identifies specific aspects of success and success in relation to the Learning Objective.
2) **Identifying areas for improvement** identifies where mistakes lie and how work can be improved.

1) **Identifying strengths** will fall into three main categories:

- A comment that explains why the child has been successful in relation to the LO.
- A comment that celebrates something amazing the child has achieved in that piece of writing.
- A comment that is linked to success in a long term target that child has and is clearly aware of, e.g. handwriting or use of grammar, tense etc.

2) **Identifying areas for improvement** will fall into three main categories:

- A comment can be something that the child can **go back and action** in the piece of writing that has just been marked. This can be linked to any area in which the writing will be improved by taking this action.
- A comment can be something that is clearly actionable in the **next** piece of writing that you can then clearly see when reading the writing. This is fantastic evidence of progression.
- A comment can be linked to a long term target that the child has and is clearly aware of, e.g. handwriting or use of grammar.

Minimum expectations for marking

- In all curriculum areas, work will be marked in red pen.
- All pieces of work will be ticked at each stage where your reading of the writing has stopped, showing the children each section of writing has been read.

- Work will not receive just one tick at the end in any subject. Work should be marked in relation to this policy at all times.
- Comments will be diagnostic and specific to what that child has done well or needs to improve in. Check page 3 for guidance on what comments should be.

Basic Literacy Skills

Accurate use of spelling, punctuation and grammar is expected in every piece of writing, but because pupils cannot effectively focus on too many things at one time, the main focus will mostly be the learning objective. They should not be told to correct all spellings, but teachers will highlight basic grammar errors and select a maximum of 3-5 incorrect words to be corrected.

Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out consistently. If a staff member is unsure they must go to their Phase Leader or Learning Leader as soon as they have a question.
Each subject leader has the responsibility for checking that the policy is being carried out in their particular subject area.
It is the responsibility of the SLT to liaise with the Subject Leaders and to feedback to the Headteacher and Governors on the implementation of this policy.

Response Time

If the work has been distance marked by the teachers, children should be given time to reflect on the comments – see page 3 for guidance. This can be done as part of the next lesson or at various times throughout the week when the teacher feels that it is appropriate.

Other Adults – PPA Cover.

Support staff, supply teachers and PPA cover staff should mark work in line with this policy and initial the work afterwards in the margin next to the LO.
Class teachers should not leave extended writing to a cover teacher. If support staff have been left to teach writing, the class teacher should still mark this in accordance with this marking policy. Check page 3 for guidance on this.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities.

Monitoring and Evaluation

This will be an on-going process. There will be an annual review of the policy. Any future training needs will be addressed. In line with the teaching and learning policy, objectives will be clear in all lessons. Success criteria will be referred to throughout the lesson to refocus the children's learning and help them to recognise success and areas for improvement.

Marking Formats

- **Verbal Feedback.** As with all marking strategies verbal feedback will comment on the learning objective and/ or the success criteria. This should be 'live' feedback where possible.

- **Self- assessment.** Older children can mark their own work under the guidance of a teacher when this is appropriate. Please see notes below to expand on this.

- **Direct Class Teacher Marking.** This falls into two main categories - Strengths and Areas of Development.

Please see 'Minimum Expectations for marking' and descriptors on pages 3 and 4 for this.

Self and Peer Assessment.

- Children will use green pencil/pen to edit and up-level work they have completed.
- This can be done straight after a piece of work has been completed or as a task the following morning/lesson.
- The self-assessment will need to be focused in relation to the LO and the child identifying if they have been successful or not.
- Peer assessment will focus on whether the child has been successful in relation to the LO too.
- Self and Peer editing will be neat and tidy. If the standard of the presentation drops the class teacher will identify this and ask the child to improve.
- Self-assessment and peer assessment should be used frequently as a tool to grow our children's independence.
- Editing should be taught at the start of each half term as a reminder to children how to do this successfully and for it to have purpose.

- When marking a piece of work the class teacher will not simply write 'go back and edit this section.' Please check page 3 for guidance.

Writing

- Every child will usually complete a minimum of one **incidental write** each week during the immersion and analyse stage
- In their marking, teachers will stick to the agreed principles as set out on page 3 for consistency.
- Writing will be marked as the teacher reads, not one or two ticks for an entire piece.
- In EYFS and Year 1, teachers will use pedagog stampers to feedback to children.
- Marking will be standardised from Year 2 upwards, where children will be trained to respond to their teacher's comments.
- Children must be given time to respond to their feedback before completing the next piece of work.
- Green pencils will be used in Year 2. Green pens to improve and up level work will be used in Year 3 upwards.

An in-depth mark for English must take place once each week. The specific piece to be marked is at the discretion of the class teacher, in line with this policy, and should be chosen based on where feedback will have the greatest impact on pupil progress.

Mathematics

- Children can peer or self-assess once a week which the teacher will acknowledge. The rest of the time the class teacher will mark their children's answers in their books.
- Children are encouraged to understand that making mistakes is an important part of the learning process.
- Wrong answers should not be rubbed out. Children should only use a rubber for 'live' errors.
- Incorrect work is to be marked with a dot or by circling the incorrect answer.
- Corrections are to be completed either next to the mistake or at the bottom of the piece of work using a colouring pencil.
- Every child will be given at least one 'next step/development point' per weekly topic to identify a misconception or to develop their thinking further. Children will be given time to respond to these before completing the next piece of work. These should be personalised for each child's needs.
- Any self or peer assessment will be marked in green pen.

RE

- The focus of marking in RE should be the learning objective.

- One piece of extended writing per branch should be marked using 'strength and an area for development.'
- Any other extended pieces should be marked using a strength or development point as set out on page 3.

History, Geography and Science

- One piece of extended writing per topic/half term should be marked using 1 strength and 1 area of development method, as set out on page 3.
- Any other extended pieces should be marked using a strength or development point as set out on page 3.

EYFS

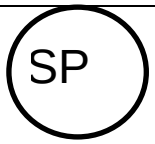
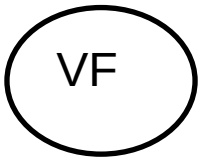
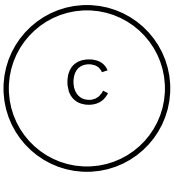
- Literacy and Maths pieces of work to be marked in the moment and verbal feedback to be given straight away.
- When appropriate, next steps to be discussed with the children at the time of completing their work e.g. remember to use finger spaces next time when writing a sentence.
- Errors to be corrected on the same piece of work e.g. letter and number formation at the bottom of the page.
- Yellow pen can be used for the children to trace over, to support children with forming letters and numbers correctly.
- Teachers to use red pen only when writing in literacy and maths books.
- Learning Journeys to have three key pieces of evidence for each area of learning (evidence ticked and dated in the back of the book).
- Marking symbols to be followed by all Reception teachers in the Literacy and Maths exercise books. (see appendix 2)

EYFS consists of one Nursery and two Reception classes. Nursery do not use Literacy or Maths books, only Learning Journeys. It is the responsibility of the child's Key Worker to keep their Learning Journey up to date and to follow the guidance set out in this document.

Reception do have Literacy and Maths books, however they do not begin to use these until the beginning of Autumn 2 (where appropriate). Reception complete one recorded piece of Literacy and one recorded piece of maths in their book weekly, and the expectation is that these pieces are always marked as the child completes the work. This is to allow for verbal feedback to be given straight away, and for the class teacher to remember how the work was completed e.g. independent, support etc.

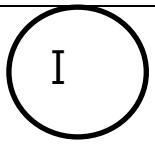
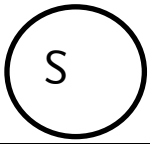
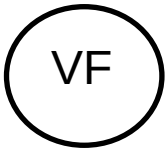
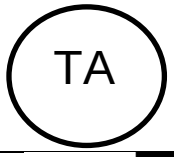
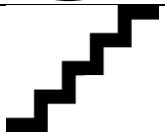
APPENDIX 1

WHAT DO THE MARKS ON OUR WORK MEAN?

Mark/Symbol	Meaning
	Spelling error. You need to correct this yourself.
	Correct your punctuation: If your punctuation is missing, put it in or change it if it is the wrong punctuation. This applies to capital letters too.
I wentthe shops **/ **	There is a word or words missing.
…house.//The next day I…	You need to start a new paragraph or new line.
/	New Line: You should start a new line here.
	Verbal Feedback. This is to be used in the margin where the teacher can then clearly point to a change in the child's writing.
	Challenge. This is something that your teacher or partner wants you to try that isn't linked to your usual next step. This is a special challenge that will really stretch you!

APPENDIX 2

EYFS - WHAT DO THE MARKS ON OUR WORK MEAN?

Mark/Symbol	Meaning
	Independent work – no support was given from an adult.
	Support given from an adult to complete this work
	Verbal feedback given to inform children on how to make their work even better next time.
	Teaching Assistant supported with this piece of work.
	Next Steps – when appropriate children to be given a target to work on for their next piece of work.