

St. Mark's Catholic Primary School



Marking and Feedback Policy

Written by: Miss S Bradshaw (HT) Miss L Ferguson (DHT)	Approval level: Headteacher / Chair of Governors
Approved by: S. Bradshaw (Headteacher)	Review date: Jan 2026

St Mark's Catholic Primary

Marking and Feedback Policy

Statement of intent

St Mark's understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, resulting in supporting pupils' learning.

We strive to provide an effective form of marking and feedback that includes clear, solid steps to success that will result in children learning and knowing more.

In line with EEF's recommendations and those of DfE's expert group which emphasises that marking should be, Meaningful, Manageable and Motivating, the principles of our policy are as follows:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Key Principles

The feedback at St. Mark's should:

- **Develop children's learning to their best potential:** Redirect the teacher's or the learner's actions to achieve a goal and encourage and support further effort. Provide children with strong models to aim for and celebrate successful work which promotes motivation. Address the misconceptions highlighted in the marking in subsequent lessons to structure learning and set out expectations.
- **Empower children to take responsibility for improving their own work:** Provide pupils with the opportunities and necessary support to correct their own mistakes, rather than providing the correct answers for them. Agreed success criterion to be referred to and used by teachers and learners throughout the lesson
- **Meaningful and Manageable:** Children should receive immediate, responsive feedback within the lesson where possible and then the feedback sessions should take place at the start of the subsequent lesson and no later (Fix It Time). They should also be no more than five minutes and help to structure learning for the next lesson where appropriate.

Feedback and marking in practice

Feedback occurs in these stages of the learning process:

- **Live Marking**- used at the point of teaching. Given verbally to pupils to prompt immediate action and understanding. Can be used to challenge, provide further support or re- direct the focus of the teaching and learning towards the agreed success criteria and working wall.
- **Summary feedback**- used at the end of the lesson/task. Provides an opportunity for evaluation of learning in the lesson against the agreed success criteria. Can guide the teacher's further use of review feedback, focusing on areas of need.
- **At the beginning / end of the lesson (M.A.D - make a difference)**- Children will use purple pen to show edited work. Up to five minutes of the next lesson will be spent giving feedback to the class about strengths and areas for development.
 - Good examples shared under visualiser or on Interactive whiteboard.
 - Children will be given time to edit and review their work, correcting spelling errors, calculations etc or even complete another task to demonstrate secure understanding.
- **Summative feedback**-end tasks/assessment/quiz planned at the end of a unit or at some distance from the original teaching point to demonstrate to teachers learning has been secured and children have gained knowledge from the learning.

Marking Procedures

- Teachers/pupils will indicate work supported by an adult using 'TA' or 'T' or using a stamp. Work without this symbol shows that children have worked independently.
- Teacher and TA'S should use green pen to mark children's books.
- As far as possible, marking will be done daily or when a piece of work is completed.
- As far as possible, time will be spent with the child to ensure they understand the comments and next steps during M.A.D and mini plenaries.
- Teachers writing to be neat and legible.
- Daily opportunities to correct and improve their work during M.A.D using purple pen.
- Marking a complete set of books should take no longer than 25 minutes.
- Relevant learning objective on knowledge organisers to be referred to at the start of every lesson.
- Maths, English and handwriting books will be marked individually. Other pupil books – work should be acknowledged against LF and any incorrect subject specific vocabulary should be identified using 'sp' or corrected where appropriate.

Correcting Spellings

- Days of the week, months of the year and subject related technical vocabulary will always be corrected.
- Other spellings to be corrected are age/ability appropriate.
- No more than 5 words in one piece of work.
- Spelling errors will be identified by 'sp' above the incorrect spelling.
- Where a child has a specific learning/literacy difficulty, teachers will only correct words that the child has been focussing on. This will be no more than 5 words.

- Subject specific vocabulary will be identified if incorrect and correct by pupils (where appropriate).

Presentation of work

There is a high expectation from all members of staff that pupil's work will be neat and well presented at all times in line with the school handwriting scheme (Letter Join)..

- Work should be dated and written on the left hand side of the page. The full date should be written (e.g. Monday 29th October) in all books apart from Maths and Science, when the short version of the date should be written (e.g. 29/10/25).
- In Key Stage 2 a line should then be left out and on the next line the learning focus should be written (e.g. LF: Multiplying fractions).
- In Key Stage 1 children should write the date in their books and the learning focus should be shared verbally and displayed. There is no expectation for the LF to be written in children's books.
- The date and LF should both be underlined with a pencil and ruler.

Success criteria (writing activities or where appropriate)






- Success criteria to be generated or shared with children at the start of lessons.
- A maximum of 6 success criteria should be used in a lesson. Children will be able to refer to the criteria throughout the lesson in order to know if they are being successful learners.
- Success criteria should be in children's books as close to their work as possible to support the marking procedures.
- Success criteria for SEND children will be adapted (using pictures / examples) according to individual needs as and when appropriate.
- Include a spelling, grammar and punctuation focus as part of the criteria.

Agreed criteria for lessons:

- Clear LF (Learning Focus) and date shared.
- Success criteria to be shared and may be adapted for different learners.
- Key vocabulary/technical vocabulary shared.
- Resources used to enable children of all abilities to maximise progress e.g. working walls, vocabulary mats, next step targets utilising success criteria etc.
- Opportunity to assess and know how successful they have been in relation to the agreed. success criteria or targets set. (M.A.D and plenaries throughout lessons, catch up groups).

Marking codes:

Code	Meaning
Tick ✓	Work correct
Dot .	Work incorrect
TA / T	Supported by a Teaching Assistant / Teacher
VF	Verbal Feedback
/	Finger spaces
Sp	Incorrect spelling
---	Capital letter
? in a circle	Please check
//	Start new paragraph
O	Circle space where punctuation missing or incorrect
^	Missing word / improve
C	Pupil needs to do a correction
→	Comment on work required / next steps
HP	Positive comment related to learning focus / House Points given

Symbol	Meaning
Tick ✓	 Work correct
Dot .	 Work incorrect
/	 Finger spaces
Sp	 Incorrect spelling / Use Fred
— =	ABC Capital letter
→	 Comment on work required / next steps

EYFS Marking and Feedback

In Nursery and Reception, we value positive, quality interactions between staff and children by placing a large focus on verbal feedback each and every day.

Some learning is celebrated and recorded using 'Evidence Me' which is shared with parents. When work is recorded in a book or on a worksheet, the purpose of marking is to deliver positive feedback which will encourage children to engage with further purposeful mark making, becoming confident emergent and developing writers.

When written work is recorded, it is annotated for context as follows:

AL	Adult Led Task / Activity
I	Independently completed by pupil
S	Support by an adult
V	verbal feedback given
Green Objective Achieved Stamp	
Commentary / annotations / additional information / children's comments are written in black ink.	
Ticks and feedback from the teacher are written in green ink.	