

St Mary's Catholic Primary School



Feedback and Marking Policy



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2025-26**



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1. School Mission

At St Mary's Catholic Primary School, our Mission is:

**TO LOVE GOD ABOVE ALL THINGS
BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF
AND
CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD-GIVEN GIFTS.**

2. Introduction

At St Mary's Catholic Primary School, as a UNCRC Rights Respecting School, we recognise that all children have a right to an education and, in order to be constantly striving for excellence in learning, pupils need effective feedback to help them deepen their knowledge and understanding or improve their performance. This policy has been written in consultation with school staff and is informed by:

- The Education Endowment Fund research into accelerating pupil progress through effective feedback;
- Department for Education (DfE) guidance on workload reduction
- UNCRC.

This research has shown that the strongest progress is made by pupils when teachers* focus their time on giving direct feedback about strengths, misconceptions and points to improve and then ask pupils to use this immediately to edit their work or complete a new challenge. While the written comments often seen in 'traditional' marking can be valuable if they help pupils improve, they can be time-consuming and lead to the teacher focusing on writing comments rather than planning follow-up teaching.

At St. Mary's we recognise that all forms of feedback and marking are crucial to the success of children and can be delivered in different ways (including verbal and written marking), delivered to different groups and at different times. However, to be effective, all feedback to pupils should be:

- Clear and accessible for the learner, given their age and stage of development;
- Actionable e.g. the child should be able to act on the feedback and have time to do so;
- Supportive e.g. not detrimentally impact upon self-esteem or confidence;
- Timely e.g. either in the lesson itself, shortly afterwards or in the next lesson in that subject.

* Within this policy, 'teachers' refers to any adult responsible for the lesson,

3. Aims

The aim of this policy is to:

- Establish principles for reducing the time spent marking while making feedback more effective;
- Ensure consistency of approach across the school;
- Ensure accurate Assessment for Learning in every lesson and feedback provided by any member of staff who has taught a lesson.

At St Mary's, we believe that two of the most time efficient methods of providing feedback are through 'live marking' and 'whole class feedback'. However, for more extended pieces of work, high-quality verbal feedback through 'writing conferences' or a scaffolded learning prompt ('gap task') may be appropriate.

4. Feedback during the lesson

4.1 Live Marking

Live marking should take place in every lesson. This approach involves teachers and teaching assistants actively moving around the classroom to engage with pupils and groups while they are working, to provide instant feedback, and ensure that there are no missed learning opportunities.

Live marking should be used to indicate work that is correct or demonstrates key skills, and marked with a tick in green pen, or for corrections that can be made there and then without the need for further teaching, such as incorrect number bonds or times tables, spelling mistakes, grammatical errors, mistakes made through not proofreading. These should be indicated with a pink pen ('think pink') using:

p	=	punctuation
g	=	grammar
t	=	tense
sp	=	spelling
v	=	vocabulary
—	=	numerical error (underlined)
•	=	other error e.g. incorrect label applied
k	=	knowledge
m	=	misconception

Older children should be encouraged to find the error themselves, e.g. *"Check your tense use in this paragraph."* whereas younger children may need the specific error to be corrected to be pointed out. Children should then correct the error with their 'purple polishing pen' (Y1-Y6). If necessary, children could refer to information on working walls, multiplication grids or dictionaries etc. to support them.

Time for pupils to self-correct their work, either by themselves or with a partner, should be built into every lesson. The correct answers, e.g. to Maths questions, may need to be displayed after a short period of self-checking time to support this. The intent is for teachers to encourage children to take responsibility for checking their own work and to develop their proofreading and editing skills. Staff will praise those who self-correct well and share this under the class visualiser.

4.2 Verbal Feedback

Active monitoring and engagement with pupils as they work during the lesson is needed in order to provide appropriate challenge and support. Where misconceptions or the need for further challenge are identified, they should be addressed in the moment, where possible with the child, group or whole-class through effective questioning to clarify or refocus tasks, mini plenaries and mid-lesson adjustments.

It is not necessary to record in a child's book where verbal feedback has taken place. However, if appropriate, a written prompt (in pink) may act as an aide-memoire for the child to refer to when they are completing the rest of the task.

4.3 Peer- and Self-Assessment

Peer- and self-assessment are important as they encourage children to become more reflective learners and allow them to develop their mental model of what success looks like in a task. However, before children can give constructive feedback to their peers, they must first be taught how to respond meaningfully to feedback themselves and careful consideration needs to be given to pairings for partner work. Modelling by the teacher should underpin this process through the Whole-Class Feedback approach outlined below (5.1) and the use of success criteria.

At the end of a lesson, children from Year 1 onwards should reflect on their learning using the success criteria and draw a small smiley, neutral or sad face in the margin next to Learning Objective, as appropriate, with their purple pen.

5. Feedback after the lesson

Research has shown that, if children's work is left unmarked, then misunderstandings, mistakes and misconceptions will be left unchallenged. Therefore, every piece of work should be checked for these and the work acknowledged.

The teacher should then tick the Learning Objective in green pen if it has been achieved. A double-tick may be used if the work is particularly good and a pink dot should be used if further work is needed. Where a piece of work is particularly good, a sticker may be awarded (see Behaviour and Discipline Policy).

For practical subjects, such as Design and Technology, success criteria will be shared at the start of the unit which will be ticked and dated when achieved. At the end of the unit, children will be asked to reflect on their progress and identify what they believe they need to do to improve ('My next step is...').

5.1 Whole-Class Feedback

Whole-Class Feedback should be used where children are unable to improve their work without further input from the teacher. Where common errors or misconceptions have been identified, teachers will adjust their planning to include a whole class feedback session for the beginning of the next lesson to address these and, where appropriate, allow children to check through their work and improve it based on the feedback given.

A Whole-Class Feedback session may be up to 10 minutes long and will include:

- Sharing good examples of focus skills (e.g. under the class visualiser);
- Identifying common errors in basic skills (e.g. spellings or number facts);

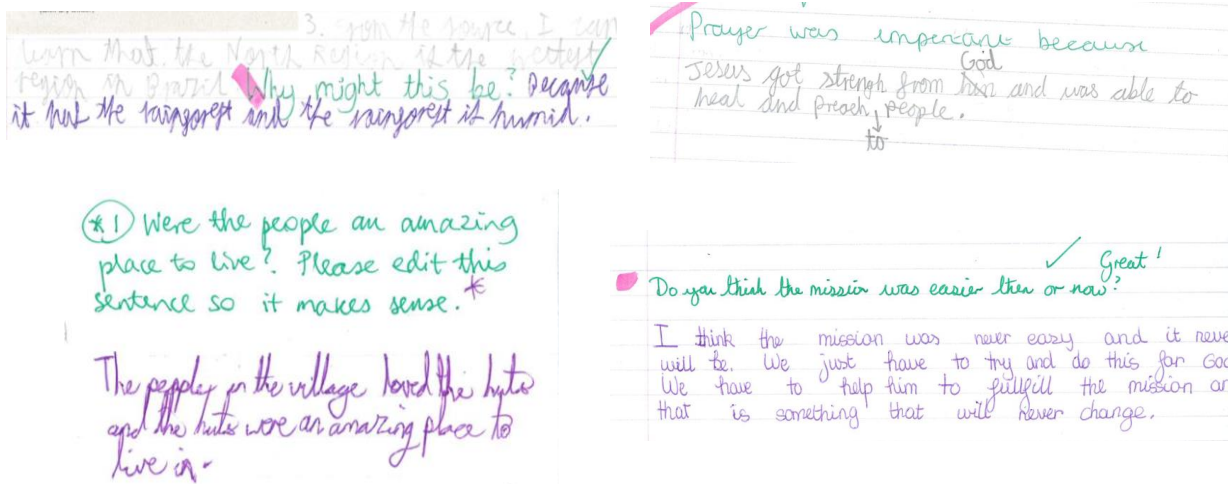
- Re-teaching any common misconceptions; ②
- Time for children to improve previous work;
- Differentiated follow-up tasks where relevant.

Where a misconception is too complex to address in a Whole Class Feedback session, this should be addressed in future lesson planning.

5.2 Gap Tasks

On occasion, teachers may feel that a child needs specific feedback on an aspect of their work that will not be covered in a Whole-Class Feedback session, that further questioning is needed to deepen their thinking (e.g. “Why?”, “How?”) or that they need specific scaffolding in order to be able to close the gap between what they can currently do and what we would like them to be able to do.

Where a gap task is required, the error should be highlighted in pink and any scaffolding or prompts should be written in green. For example:



Children should be given opportunity to address these tasks before the start of the next lesson in that subject, for example, by using the morning drift-in time.

Gap tasks should generally be used at least weekly in subjects taught daily or at least once per unit of work in other subjects.

5.3 In-depth Marking

5.3.1 RE

There is an expectation that RE books are marked in-depth regularly, and gap tasks provided where necessary, either for clarification or to promote deeper thinking. All marking in RE should focus on the development of relevant knowledge and understanding rather than the child's English. For example, only spelling of key vocabulary related to the unit (e.g. disciple) should be corrected in pink.

5.3.2 English

For drafting or other preparatory work ahead of 'Exciting Writing', which is generally completed once a fortnight, work will need to be marked in-depth. Errors should be indicated in pink (pen or with highlighting) and annotations made in the margin to give developmental feedback e.g. up-level word choice.

5.4 Exciting Writing

Every piece of work should be marked in depth with pink highlighting on the body of the text and annotations in the margin. Annotations should be used to both identify evidence of target writing skills and to give developmental feedback e.g. word choice or missing punctuation etc. In addition, every piece of work is to be assessed using the Writing Assessment Framework. Each target skill evidenced in the writing should be highlighted on the framework in the seasonal colour (Autumn = Orange, Spring = Green and Summer = Yellow) and labelled with the number of the piece of work.

6. Other Forms of Feedback

6.1 Same-Day Catch-Up

Following assessment during a lesson, teachers may select a group of children for a short follow-up feedback session to take place on the same day or early the following morning, if this is not possible. This type of feedback is particularly for Mathematics where a good grasp of the day's learning is essential before moving on the following day.

6.2 Writing Conferences

Following Exciting Writing, more intensive one-to-one or small group feedback sessions (Writing Conferences) may be needed to address specific weaknesses or to extend more-able pupils. At St. Mary's, we recognise the value of these sessions in progressing children's learning and, wherever possible, time is given within the school day for teachers to conduct these.

A record of the writing conferences held and the focus of the session should be kept in the current academic year's 'Writing Conferences' folder on staff common. The format for these records can be found in Appendix 2.

7. Monitoring

Leaders will monitor the impact of this policy and guidance during learning walks, lesson observations and 'book looks', noting how pupils respond to feedback given, its impact on progress and consistency across the classes in year groups.

Appendix 1: Writing Conference Record

Date	Name	Tracker Level	Focus