



# St. Joseph's Catholic Primary School Policy Marking, Feedback and Presentation Policy



Date: February 2026

Next review: February 2027

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope   Thankfulness   Collaboration   Compassion   Friendship   Resilience   Empathy   Creativity Justice   Respect

## Policy aims

Marking and feedback are crucial to the assessment process and when done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Ensure that both teachers and children are clear about their learning and the criteria for success.
- Give clear, unambiguous strategies for improvement.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Ensure children are praised when they focus their comments on the learning objective for the task.
- Provide children with time to act on the feedback they are given.
- Ensure that feedback leads to pupil progress and informs lesson planning and pupil support.
- Involve pupils in self-assessment activities so that they can reflect upon their own learning needs and are motivated to succeed.

## Introduction

We want all children to make good or better progress and develop positive attitudes to their learning.

'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at St Joseph's Catholic Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Effective marking should be a way of communicating with the children:

- Whether or not they have achieved their learning objectives;
- What was successful about their work;
- What next steps are needed to improve their work / develop their understanding of concepts;
- How hard they have tried; and
- Whether they have achieved / almost achieved their individual curriculum targets.
- Help parents to understand the strengths and areas to develop in their children's work
- To celebrate effort and achievement



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Effective marking should also provide the teachers with evidence which:

- Informs future planning;
- Informs teacher's assessments;
- Identifies individual children / groups of children who need additional support;
- Highlights which children have achieved / almost achieved their individual curriculum targets; and
- Highlights the class's strengths and areas for development.

## Outcomes for children

They will:

- know about the quality of their work through honest, targeted feedback
- have the courage to make mistakes knowing that these will be viewed as opportunities for improvement.
- have the motivation to want to produce high quality work and make progress.
- understand exactly what is required to be successful (through the co-construction of success criteria)
- be involved in assessing their work and identifying what they need to do to move on

## Outcomes for teachers

They will:

- be able to assess the effectiveness of their lesson planning
- use feedback outcomes to inform the next steps of planning.

## Assessment for Learning

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning:

1. Explicit Learning Objectives.
2. Co-Construction of success criterion.
3. Questioning.
4. Feedback.
5. Verbal Feedback.
6. Peer Assessment.
7. Marking.

### 1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.



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Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. The learning objectives will focus on learning not activities.

## 2. Success Criteria

Developing success criteria co-constructively provides the children with stepping stones in order to achieve the learning objective. It also provides the children with a framework against which they can focus their efforts, evaluate their progress, discuss issues and create next steps. Success criteria at times can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. Feedback against the criteria frees children from personal discouragement.

## 3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions include prompting, promoting and probing. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

## 4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback that comments on the work rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

## 5. Verbal Feedback

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said).
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling. Sensitivity and acceptance is need here.
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.



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- Prompts for verbal feedback – see appendices

## 6. Peer assessment

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways for example:

- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time.

## 7. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning. The following are acceptable examples of methods of marking and feedback; however, a minimum of one in every third piece of work in a subject should be quality marked. Mark codes have been included in this policy as appendices.

- Where marking and feedback are given by adults other than the class teacher this needs to be initialed by the adult. (TAs, supply teachers etc.)
- Use of ticks – over the week books will show some adult ticks as well as pupil self-marking. Books should show that work is at a challenging level so that whole pages of ticks, showing repetitive work/exercises are the exception.
- When verbal feedback (VF) is given, work does not need to be ticked.
- Mistakes should be identified by a dot.
- Crosses will not be used
- When a pupil has obviously not understood that task verbal feedback will be given directly
- Reversed letter shapes and numbers will be corrected as appropriate to the age and development of the child.
- Place value mistakes will always be corrected in Mathematics
- Errors in spelling of technical, subject specific vocabulary will be picked up on ('sp' code) and should be self-corrected if they are words which have been taught and are expected to be known at the stage of development of the pupil. (See Spelling Policy)



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- Common exception and high frequency words will be picked up on ('sp' code) and self-corrected, showing the correct spelling, according to the age and stage of development of the pupil.
- In Mathematics, the correct nomination of units (e.g. cm, mm, ml etc.) should always be emphasised in the answer to the question and this should always be corrected in pupil's work. However, this need not be used in the calculation or in jottings.

## 'Fix it time'/Purple Pens

Green pens will be used by KS2 children in response to any corrections as a result of self-assessment, peer assessment and teacher marking/feedback.

Teachers must provide appropriate time for children to respond to marking and feedback.

## Layout and Presentation of Work

We believe that presentation of work is very important and that all pupils should take great pride in their work. The following guidelines will provide consistency of approach throughout our school and will ensure that all staff have equally high expectations of pupil's presentation. Work which is poorly presented is not acceptable and staff may request that pupils repeat the work to the required standard.

- The date will be written on the child's work by an adult for pupils in Reception. In other year groups the format for the date will be as follows: - Monday 13<sup>th</sup> June, 2021. This date format is to be used for all work with the exception of Mathematics.
- The date should be written in the book by the child from the spring term in Y1 or at an age/ability as appropriate.
- In Years One to Six pupils should use the short date for all Mathematics work as follows: 13.06.21.
- Paragraphs should be set out as follows: miss out a line and indent. There can be no mistake about the writer's intentions.
- The school handwriting policy should be adhered to at all times and staff should not accept untidy or careless letter or number formation. Writing in Key Stage Two should continue to build on the cursive script introduced in Year 2. All TAs and teachers should model good practice when marking and any other written work observed by the children.
- Photographic evidence will be used where relevant.

## Use of equipment

Pupils should be encouraged to be independent in their organisation and care of books and writing equipment. A range of equipment should be easily available at all times so no time is lost searching for pens etc.

## Pens

- When pupil's handwriting is becoming joined and consistent then pens should be introduced.
- Pens should be used for all subjects, apart from Maths.
- Pencils should be used in Maths at all times.



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- Pencils should be used for drawing, constructing diagrams, shapes, graphs etc. (along with a ruler)

## Erasers

- Erasers should only be used when pupils are constructing/drawing diagrams, shapes, lines etc.
- When pupils need to make an alteration to their work in pen, this should be done neatly, with a single line through the incorrect work. Pupils must not scribble out at any time. Incorrect work is a good source for understanding the pupils thought processes as they learn and gives the teacher important information for assessment and next learning steps.

## Monitoring and evaluation

- The Headteacher will monitor the marking policy.
- Book scrutiny will focus on the application of the marking policy in raising attainment and ensuring pupil progress. Books will be a clear source of evidence demonstrating how learning develops over time for each pupil, how one lesson builds on the previous and how pupils take control of their own learning.
- Lesson observations will focus on verbal feedback by teachers and other adults. This will be a source of evidence of assessment for learning during each part of the lesson and during guided group work.
- Self and peer assessment will be evident through book scrutiny and lesson observations.
- Pupil's involvement and understanding of the marking and feedback policy will be evident during pupil discussions, when they will be able to explain the process of assessment, feedback etc.
- The reference to the marking code on pupils' work will also aid the process of monitoring and evaluation of pupils learning when using pupils' work as a source of evidence. In particular, strategies for differentiation will be more evident e.g. where pupils have achieved a Learning Objective because of support given by an adult or where pupils in different year groups are working on similar work from the same level and from the same objective.
- When work is moderated at year/key stage level, every opportunity should be taken for staff to share marking methods and approaches.
- Work-life balance will be monitored by all staff and the Headteacher will evaluate the impact of the policy in making improvements in this area. It is important that the implementation of this new policy has the desired impact of reducing teacher work load of written feedback and frees up time to focus on other areas.
- The implementation of these newly developed procedures will be closely monitored by the Headteacher.
- The impact on standards of attainment and pupil progress will be monitored and evaluated by the Headteacher.



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## Marking Codes

SP	You have made a spelling mistake here. Can you correct it?
○	You are missing some punctuation here. Can you add it in?
^	You have missed a word here. Can you correct it?
//	New paragraph. (New person, new place or new time needs a new paragraph)
OA	Learning Objective achieved, you are ready for the next step.
PA	Learning Objective partially achieved, we will improve this. Respond to the next step.
NA	Learning Objective not achieved, we will work more on this.
VF	Verbal feedback given. We have discussed your work/next steps.
I/S/G	Independent / Supported / Guided work
•	There is something not quite right with this calculation. Can you find where you have gone wrong and correct it?
○?	Can you explain how you have worked this out? Tell me.

## Presentation Targets

✓ I will write in pencil (or pen if I have earned my pen license).
✓ I will write clearly and in my neatest handwriting.
✓ I will use finger spaces between my words.
✓ I will write the long date at the top of my page and underline it with a ruler, e.g. Monday 13 <sup>th</sup> July 2026. In Math, I will write the short date on the left-hand side of the page and underline it with a ruler, e.g. <u>4.9.18</u>
✓ I will write on the lines and will begin next to the margin.
✓ I will make corrections in a clear space, using green pen or green pencil
✓ I will use a single square for each digit, sign or symbol so that my calculations are written clearly.
✓ I will number each calculation and leave spaces between them.
✓ When editing sentence work or shorter pieces of writing, I will make corrections in a clear space.
✓ When writing a longer piece of writing, I will write on the left-hand page and leave the right-hand page blank for corrections. I will write them on the same line on the opposite, right-hand page.