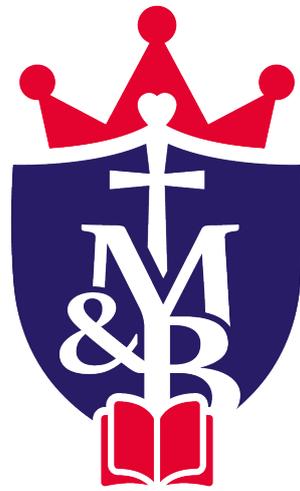


MARKING & FEEDBACK POLICY



**St Mary's &
St Benedict's**
RC Primary School

**Together in God's family, we grow in
faith, knowledge & love to reach our full
potential, and to become the people that
we are created to be.**

Policy Agreed: **December 2025**

Review Date: **December 2026**

St Mary's & St Benedict's Catholic Primary School

Brownedge Lane • Bamber Bridge • PR5 6TA • 01772 336650 • office@smsb.lancs.sch.uk

Feedback

The key purpose of feedback is for the children's benefit, to find out what they know, have got right or wrong or what could be improved. Feedback should be meaningful, manageable and motivating for both pupils and staff. It must be based on Assessment for Learning (AFL) and is most effective when it is given there and then. It should be based on interactions between staff and learners in the classroom so that errors or misconceptions can be picked up or children re-directed or re-focused. This in turn helps to create active learners in the classroom. Children need to be trained via whole class and small groups how to engage with and respond to feedback in order to make it a purposeful process which helps them to make improvements and impacts positively on their progress. Marking is part of this feedback, but not the main part and should not carry most emphasis.

We aim to ensure that:

- We elicit feedback from the children as well as giving them feedback
- All adults working with children give feedback on their learning which may be oral or written
- Feedback improves performance
- Children are given opportunities to respond to feedback as soon as possible after it has been given
- There is a consistent approach to feedback and marking across the school

Classroom practice that supports effective marking

When managed effectively, feedback and marking can build an atmosphere of trust and respect which is fundamental to the ethos of our school. It can foster quality interactions between the adult and the child, giving feedback on their learning and guidance as to what the next step is. Feedback and marking shows that adults care about children's learning and progress.

In school the following assessment strategies are currently used alongside marking and will continue to be used:

Observations and questioning, verbal feedback, flexible groupings, flexible use of TA, active participation during teaching, self-assessment/traffic light rating, spot marking, mini plenaries, sharing examples of work, plenary that revisits misconceptions, visual aids such as lolly sticks, thumbs, coloured cards, evaluations of plans with initials of children, TA feedback, returning to the LO and success criteria, success ladders/criteria/steps to success, pre-assessments and KWL grids, mild/hot/spicy levels that the children choose, 'super' challenges, WAGOLLS, tests, maths answers for self/peer marking, purple pen responses and peer assessment .

Good quality Assessment for Learning informs teacher's planning for the next part of the lesson, the next day or the following week.

In KS1 and entering KS2, staff will not correct phonetically plausible suggestions unless a sound or sounds have been explicitly taught (in phonics sessions) that a teacher expects to see in use.

Spot Marking

Teachers and TAs will have a green pen at all times in lessons and will spot mark during the lesson giving the child immediate feedback on how they are doing verbally and through green pen marking. This is an effective form of marking as it is instant and can ensure that misconceptions

are dealt with quickly or that children are challenged appropriately. All adults will spot mark during the lesson as part of ongoing assessment.

Mathematics will be ticked in green if correct and dotted in green if not and the child will correct it next to it and then the correction will be ticked. If one aspect of the calculation needs correcting that will be circled and the children will correct that part.

The following codes are to be used by all adults marking children's work and they should be in green pen and placed in a circle so that they can be seen easily by the children. **HLTA/TA/SUPPLY** will be written in the margin in the top left corner to show who has marked the learning. Other adults should write any comments that they want the teacher to see on post it notes or on the assessment forms provided.

Symbol	Meaning	Symbol	Meaning
P <i>In UKS2, staff identify the line but <u>not</u> the exact issue. In LKS2 and KS1, staff use a small underscore (_) to indicate an issue.</i>	There is a punctuation error on this line. You might need to add a full stop, comma, exclamation mark or a question mark.	SP x 3	You have a spelling mistake on this line. You will need to correct this error. Up to 5 spelling can be identified, per page, but it shouldn't be disheartening for pupils. In Foundation subjects, this will also include key vocabulary.
G	There is a grammar error on this line. You will need to read your work and improve this sentence as it doesn't make sense.	I	You have completed independent work today.
VF	I have spoken to you about this work and given you verbal feedback.	S	You have worked with support today. Next to this may be written 'Guided Write' etc. if it has been support because it was a guided group activity.
A PA - next to dot	Learning objective achieved. Learning objective partially achieved <i>(write at end of objective)</i> Learning objective NOT achieved	.	Only in mathematics: shows a question that needs to be checked again by the pupil. Evidence of suitable corrections should be in purple pen
INC	Incidental write	C	Correction to be completed.

From November 2024, we have consolidated the use of the symbols – such as P, G & SP. In LKS2, the errors will be identified for the children, but in UKS2 staff will identify that there is an issue on a given line but the children will need to identify the error for themselves.

Marking

Throughout all books – except writing books for ‘Hot Writes’ or for ‘INCidental Writes’ - marking codes, spelling, punctuation and grammatical errors should be identified and corrected as next steps, in purple pen.

English work must be marked, in line with this policy, after each piece of work. Feedback and comments are to be given to individual children as needed (and in an ability-appropriate way) and positive recognition given as a marked comment in longer pieces of writing. If challenge is sufficient in the lesson and children are achieving the learning objective then next steps are not needed. Teachers must ensure that they note any misconceptions or misunderstandings when evaluating lessons on plans and that any next steps given are followed up. This may take the form of a fluid group working with either the teacher or TA the next day.

Frequency of marking

Across Foundation subjects, it is acceptable to focus mark 50% of the children’s work after a lesson and then focus mark the other 50% after the next lesson etc. Marking codes should be used and spelling, punctuation and grammatical errors must be identified after any lesson. The focus marking approach is where a reflection, a challenge or an extension is identified that requires a pupil’s response (usually in purple pen).

Success Criteria

In extended pieces of writing, when working on the writing phase, teachers will write or otherwise identify to the children on the success criteria/markings ladder what they should focus on next, for each day’s lesson.

Success Criteria or Marking Ladders should have three sections, which ALL pupils are asked to use:

- GREEN items - non-negotiables that all children must include within their writing.
- AMBER items - desirable items that most children will include within their writing.
- RED items - ambitious items that some children will aspire to include in their text.

There **may** also be a blank row in the table – for pupils to include their own personal target. There should also be three columns (in any order):

Teacher Assessment	Objective	Self or Peer Assessment
--------------------	-----------	-------------------------

In KS1, children to then show this in independent writing and underline. Teachers to underline in purple pen initially as the children put their hand up to inform the teacher. In Yr 2, summer term, and in KS2, children to write an example in purple pen and then in the next section of writing, underlining in purple pen. For example, write an example of a ‘frontal adverbial’ in purple pen, and then to use and underline one in their writing. For higher attainers, individual criteria to be given

in daily marking, to ensure greater depth in writing. In Yr2 and KS2, children to identify the success criteria/markings ladder in their work, and mark off.

Hot Writes

- In a 'Hot Write' Year 1 – 5 teachers will write on or highlight the marking ladder with what the children need to focus on in future writing and this may form individual/personal targets for certain individuals.
- In Year 6, teachers will be using the Teacher Assessment Framework (TAF) for their assessment of pupils' writing.
- In a 'Hot Write', the children are **only given** the success criteria on the completion of their writing.
- Pupils have no access to English books DURING their 'Hot Write', although they can read and use the books BEFORE they begin the task.
- Pupils can access working walls, dictionaries, word mats etc during their 'Hot Write' as long as this is unprompted.
- Time will be given, across KS2, after completion of the 'Hot Write' task for editing (self and peer) – this could be up to a week after the initial write was completed.

Self-Assess

Children will be given the opportunity to self-assess throughout every lesson, including during mini plenaries in the lesson so that they are able to review their learning. They will self-assess in traffic light colours against the learning objective at the top of the page on the right-hand side. Other forms of self-assessment include the use of self-assessment response cards, thumbs, confidence lines and children handing in their learning in different coloured trays depending on how confident they felt about the learning.

Peer-Assessment

Peer assessment may take place during some lessons. We believe that peer assessment is more beneficial at the mid-point in a lesson so children can up level their learning after advice from their peers. When peer assessment takes place at the end of a lesson it should be constructive to help the child move their learning forward in relation to the learning objective covered.

Cross-curricular application

As part of cross-curricular writing, teachers will plan some opportunities for writing that use success criteria/markings ladders to assess pupil's writing.