

Marking and Feedback Policy



St. Mary's RC Primary School

Mission Statement

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Laura Wolstenholme

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Approved by governors on: October 2026

Policy will be reviewed: Annually

Marking is consistent throughout our school and in line with the overall policy on Assessment, Record Keeping and Reporting.

Marking Principles

We ensure that the time we spend on marking is beneficial. We base what we do on sound principles taken from research:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_Marking_Review_April_2016.pdf?v=1695818685

[A marked improvement? A review of the evidence on written marking from EEF 2021](#)

Marking in general

- There will be no acknowledgement marking
- Teachers may choose which pieces of work are suitable for more in-depth written marking
- Teachers/ teaching assistants may pose written or verbal questions to pupils in books for pupils to respond to but this should not become a dialogue
- Teachers/ teaching assistants will identify misconceptions or errors during the lesson either verbally or written
- Not every piece of work will have written marking

Shared

- Teachers provide opportunity for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success. Learning Objectives (L.O.) will be evidenced in recorded work and displayed in the classroom during the lesson.
- Teachers provide constructive suggestions about ways in which the pupil might improve his/her work; either verbally or written
- Teachers agree the next steps with the pupil verbally or written

Teacher-Centered

- Teachers are selective in the aspects they choose to comment on; either verbally or written
- Teachers comment on specific, positive aspects of the task; either verbally or written
- Teachers recognise effort as well as quality, not in a vague or generalized way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to inform future teaching plans

Pupil-Centered

- Pupils are encouraged to check their own work or their peers before handing it in or discussing it with the teacher;
- Pupils are given time to act on the feedback they are given.

Key features of feedback; both written and verbal

- Feedback will consist of information about the learning objective of the task, pointing out success and improvement needs against the learning intention; either verbally or written
- Marking will link where possible to the Learning Objective.
- Presentation, spelling and punctuation, quantity and effort may also be commented on as appropriate; either verbally or written
- For distance marking (marking done not in presence of child) we ensure that:-
 - Pupils can understand it
 - That comments are age appropriate

Marking in English

- GPS and comprehension exercises must be either by pupils, peers or staff. Peer/Pupil marking should be completed in purple pen
- Short writing opportunities may be marked verbally or written. A written comment may be added where necessary. GPS features may also be highlighted
- Spelling and reading journals do not need to be marked. Feedback for these tasks is given verbally throughout the session

Marking in Maths

- 'Live marking' to be used where possible by either pupils, peers or staff. Peer/Pupil marking should be completed in purple pen
- All calculations should be marked
- Verbal feedback to be given throughout the lesson
- Written comments will be added to work when necessary

Marking in RE, Science History and Geography

- Teachers should decide which pieces of work will be marked in detail and will decide the frequency of this

Marking in Music, PSHE, ART, DT, Computing and MFL

- Feedback to be given verbally throughout the lesson
- Written comments may be added when necessary

Marking Codes

An underlining with SP above – demonstrates a spelling error to be corrected by pupil (this can either be written again or written in notes at back of book)

H

There has been adult help given to the child to complete this piece of work

? - something doesn't make sense. You need to read your work carefully and check it for mistakes.

// - New paragraph (only at KS2)

^ - Missing word (only at KS2)

Parents

Parents are informed of the procedures for marking and feedback at Meet the Teacher evening and also the policy is on the website

Monitoring

This marking policy will be reviewed annually to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further