

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Marking and Feedback Policy

Policy Ref No	CUR027
Date of Policy	June 2025
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St Peter's Intent

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life long learners.

Purpose

At St Peter's we believe in providing good quality, meaningful feedback to our children to enable each pupil to progress to the next stage in their learning.

In order to achieve this, feedback may take the following forms:

- Verbal feedback between teacher and pupil within the lesson.
- Verbal feedback between teacher and pupil following the lesson, where pupils' work has been analysed.
- Written feedback (marking) by the teacher during or following the lesson.
- Written feedback from pupils (self-assessment) which the teacher has noted or written a response to.
- The teacher takes feedback from pupils' work and uses this to plan the subsequent lesson.

Feedback is most effective at securing progress when:

- The teacher chooses the most appropriate method of feedback for the situation, which might be different for different children and tasks.
- The teacher uses a range of feedback methods.
- It is given as soon as possible during/following the task or lesson.
- It gives clear guidance for the pupil to build on.
- It is followed up and re-explained as needed.
- It creates a two-way dialogue between teacher and pupil.
- It is carried out efficiently, so that it positively impacts on progress.
- It is linked to carefully thought-out success criteria.

Marking

Marking is an effective form of feedback **when it is used efficiently to secure pupil progress**. At St Peter's School we aim to avoid marking 'for the sake of it'; where a different form of feedback would be most effective.

Marking should be used to enable a teacher to assess the progress of pupils and identify their next steps allowing the teacher to plan subsequent learning based on this knowledge.

When teachers use written marking to provide feedback they must adhere to the school's system:

- At St Peter's we use green pen and highlighter to identify successful learning linked to the learning intention and success criteria.
- Pink pen is used to identify areas for development.
- Pupils use purple 'polishing' pens to respond to written feedback and to edit/improve a piece of learning. A full list of marking codes can be found in the appendix to this policy.

Marking in Mathematics

In order to ensure marking is efficient, meaningful and impactful, St Peter's follows the guidance below:

- 1) It is important for teachers to distinguish between a pupil's simple 'slip' and an error that reflects a lack of understanding:
 - For 'slips', it is enough to simply indicate where each slip occurs – the child must then correct this. Mark slips with a pink dot for pupils to correct.
 - If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action:
 - with one pupil, the teacher may have a 1:1 verbal feedback, either the same day or the start of the next lesson.
 - with a small number of pupils, the teacher may arrange same-day intervention ('sweep intervention'/'mini-surgery').
 - with a large number of pupils, the errors will be addressed either within the lesson or planned for in the follow-up lesson.

For all of the above, a written comment is not necessary – evidence of progress will be seen in subsequent work, which could not take place without feedback being given.

- 2) Teachers may also wish to challenge a pupil to demonstrate their depth of understanding in the *skill they have covered that lesson*. This can be done through a 'pink comment.' This could include a 'depth' or 'variation' question, or asking a child to explain their reasoning in written form.

Marking in English and other subjects.

The purpose of marking remains the same for Literacy and other subjects, but the nature of the subject means a slightly different approach may be taken depending on the task undertaken.

Below are some points to note when marking writing:

- Incorrect spellings that pupils 'should' know will be indicated in the margin (see marking code) and children will be expected to self-correct them. For spellings that pupils may not be as familiar with, teachers may write the correct spelling. This will be relative to their age and attainment.
- Pupils from Year 2 should be guided to use a dictionary to correct spellings.
- Punctuation prompts will be indicated in the margin (see marking code). Pupils will then identify the position of punctuation and self-correct.
- If specific skills require further support, planning should address these and thus progress will be evident. If it is specific to a small group of children, intervention should be planned.
- Although all marking should be linked to the success criteria, the overall 'effect' of writing should be considered when making 'pink' comments.

Self-assessment

Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. (NCETM 2016)

Self-assessment should be used throughout school as a means for pupils feeding back to teachers. Good quality success criteria make self-assessment more straightforward for pupils.

Self-assessment will be undertaken in different ways, appropriate to the age of pupils and will be directed by the teacher.

Examples of this include:

- Children editing and improving their work using different codes
- Recording a self-reflection linked to the progress they have made and next steps in their learning

Peer assessment may also be used, as long as it provides constructive feedback against specific success criteria.

Appendix – Codes for written marking

	Green pen/highlighting for areas where success criteria has been achieved.	An area highlighted in green will show where success criteria has been achieved.
	Pink pen/highlighting for areas that have not met or not fully met the success criteria and need to be improved.	A 'pink comment' may highlight corrections or editing that needs to take place or may also provide a task to complete to 'close the gap' or extend pupils further (see guidance above).
Other marking codes		
VF	Verbal Feedback	Shows where feedback has been given verbally.
sp	Incorrect spelling	A spelling is incorrect and the pupil must self-correct.
CL	Capital letter	A capital letter is missing from the line and the pupil must self-correct.
P (.,:;!)"	Punctuation missing or incorrect punctuation	P with the punctuation mark indicated in brackets in the margin will highlight to a pupil that they must edit or add punctuation to the line written on.
.	Something is incorrect / Indication of a 'slip'	A dot in the margin will indicate something on the line is incorrect and needs editing. This is used to encourage independence and when a teacher thinks a pupil should be able to identify what is needed.
S	Mini-Surgery or Sweep Intervention	This indicates the part of the lesson, or after a lesson, where a pupil received additional support from an adult.
PQ	Pink Question	Children may write a pink question outlined by their teacher to act as further consolidation or as a way to extend them further in their learning. These are linked to Bloom's Taxonomy.

Training

The Deputy Headteacher is responsible for ensuring that Teachers and Teaching Assistants receive training linked to Marking and Feedback.

Monitoring and reviewing

The governors are responsible for monitoring the effectiveness of the policy by in-school monitoring such as learning walks. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Monitoring and Evaluation of the Policy

The policy will be regularly monitored and any necessary changes will be reported to the LGC.