



St. Gregory's Catholic Primary School



Feedback and Marking Policy

Approved by: Mr Joseph Perree

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Rationale

This policy aims to inform and share expectation with all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind, so that a clear and consistent approach to marking and feedback is established throughout our school.

Objectives

- To ensure that all children have their work acknowledged in such a way that it will improve their learning, develop their self-esteem and/or provide opportunities for self-assessment and further learning.
- As a result of this policy, there will be consistency in the way that children's work is marked and how children receive feedback across the school.

Principles of Effective Marking and Feedback

Effective marking and feedback should:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Not penalise children's attempts to take risks in learning.
- Allow specific time for children to read, reflect and respond to marking.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give clear strategies for improvement.
- Relate to the learning intention/success criteria of the work set.
- Be consistently followed by teachers and teaching assistants across the school.
- Use the agreed Marking Codes (see appendices) to correct errors beyond the learning/knowledge intention.
- Inform future planning.
- Positively affect the child's progress.

Marking Procedures

- Look for progress and success before areas to develop. Effective marking and feedback are supportive and positive for children.
- Link next steps marking to the learning intention/any success criteria; refer to these when giving written and/or verbal feedback.
- If the child has achieved the learning intention for that lesson, this will be indicated by green highlighter (there is no expectation for the teacher to rewrite the knowledge intention).
- When a positive remark is written, it is to reflect a **significant** step forward for that child.
- Where verbal feedback is given, it will be indicated by the use of a green pen. Verbal feedback is a dialogue between adult and child and given to address misconceptions. Where possible, immediate intervention will take place. We regard it as good practice to evaluate daily which children will require some small group or individual feedback to address misconceptions ready for the next lesson. All class-based staff are involved in this process.
- All other adult marking will be completed in red.
- All self/peer marking is completed blue.
- Acknowledge verbal comments and praise with an appropriate symbol from the code.

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be indicated, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly upon completion, with effective and immediate feedback to be given, to allow for maximum positive impact on outcomes.

Types of Marking and Feedback

The following strategies can be used to mark, assess and provide feedback.

I. Verbal Feedback

This means the discussion of work and direct contact with the child. A discussion should be accompanied by the appropriate marking code symbol in the child's book using a green pen.

II. Peer Marking

From KS1, pupils, when appropriate, are encouraged to support one another and feedback on learning and achievement. Children should be given the opportunities to act as response partners and pair-mark work. The pairing of children should be based upon attainment and trust. Children could indicate evidence of success and write a comment in another child's book in a blue pen or blue pencil, which is then initialled.

III. Self-Marking

Children sometimes mark their own work. Spelling and mental maths are obvious examples, but teachers may find opportunities in other contexts. The emphasis includes both correct/incorrect responses and aims for children to address their misconceptions, as well as providing opportunities for early teacher/teaching assistant intervention.

IV. Next Steps Marking

Personalised quality feedback comments should be used to extend learning and should be differentiated appropriately. This would not take place for every piece of work but asking for some small improvement, at times, is rich in its impact on children's work. This approach can be done verbally as well as written. The focused improvement comment should help the children in 'closing the gap' between what they have achieved and what they could have achieved.

The following **improvement prompts** may be used when teachers/teaching assistants are using next steps marking:

a) Reminder Prompts

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

What more can you tell me more about Bob's character?

Remember when adding 19, first add 20 then subtract 1.

b) Scaffold Prompts

These tend to offer more structure than a simple reminder. They tend to offer some support; it could be a question, a directive or perhaps a partly completed question.

What type of person is Bob – good, bad, shy, kind?

What makes you think this?

*You have added 20 but you needed to add 19. What should you do now?
To multiply by 10 I move the digits ...*

c) Example Prompt

This may involve showing the children the steps necessary to achieve their objective/challenge or giving them models of words or phrases they might use.

What did you see on the boat trip? Fish? Birds? Jellyfish?

$45 + 19 = 45 + 20 - 1 = 65 - 1 = 64$

d) Challenge Prompt

This is about asking the child to put their learning into practice.

Great! How much change would you have if you spent twice as much?

Fantastic work! Could you use a similar method to add 99?

How else might this link to previous learning?

Great! So if you know this, what else can you work out?

Responding to Marking

Children should be given time, to read and consider the written feedback that has been provided; this might be at the start of a lesson. They should be encouraged to ask for clarification if they do not understand a comment or if they are unclear about what they need to do in their next piece of work.

Digital Floorbooks

In some foundation subjects, digital floorbooks are used to exemplify learning. Outcomes recorded digitally are accompanied by information about the lesson, objectives (linking to scheme and/or national curriculum expectations). These floorbooks are used as a prompt for retrieval and linking to prior learning. There may be comment on the digital workbook as to the level of adaptive practice used for particular groups of children.

Early Years Foundation Stage

Pieces of work in children's books are accompanied with a learning receipt at the top of the page which provides the following information:

- Date
- Information on the lesson
- Objectives (relating directly to Development Matters)

Learning objectives/challenges are highlighted in line with the rest of the school. Using green pen, the teacher will offer/provide children with next steps where appropriate.

Work in floor books contains the same information as above and links the learning experience to the Characteristics of effective learning; playing and exploring, active learning and creating and thinking critically.

Marking for EYFS will focus on encouragement and positive feedback:

Avoid Over-Correction:

Don't repeatedly correct children's writing, especially in the early stages, as this can discourage them from experimenting and trying new things.

Celebrate Progress:

Highlight positive aspects of their writing, such as their attempts at forming letters, numbers, or making marks.

Build Confidence:

Encourage children to try and persevere, recognising that letter and number formation takes practice and patience.

Point out errors:

Instead of making generalised comments, identify specific areas for improvement. For example, "You're starting your 'b' from the top, try starting from the bottom".

Use visual aids:

Provide models of correct letter and number formation through charts, posters, or tracing activities.

Model correct formation:

Demonstrate how to form letters and numbers accurately, using a variety of tools like pencils, crayons, or even fingers in sand or paint.

Encourage self-correction:

Guide children to identify their own errors and make corrections, fostering a sense of ownership and independence.

Appendix 1: Maths Marking Code

If a child makes only a few errors in their Maths work, then the child may be asked to correct these during or immediately after the lesson, or at the start of the next session by rewriting the calculation and the answer.

If a child has made many errors, then corrections are not required, and the learning will be revisited in the next lesson or through follow-up intervention with a teacher or TA.

Live marking in **green** - *verbal feedback given*

Adults mark in **red** – *away from point of learning*

Children mark in **blue**

Learning / Knowledge Intentions are to form the basis for marking.

If the key knowledge has been learned, **indicate with green highlighter on the intention.**

If there are things to target or improve, **indicate with yellow highlighter on the intention.**

Correct: ✓

Exceeded expectations: ✓✓

Incorrect: ●

Correction needed: **C**

Supported by an adult: **AS**



Guided group work with an adult: **G**

Independent work: **I**

One to one support or guidance: **1:1**

In addition, where learning has been adapted for individual children, staff will record this in books (See Appendix 3).

Learning receipts may be used to support marking, particularly for practical work. These may be supported by a visual of the activity and/or a pupil comment.

<p><u>Learning Receipt</u></p> <p><u>Date</u></p> <p> <u>Key Knowledge:</u></p> <p><u>Adult comment about activity / task / key vocabulary.</u></p>	
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Appendix 2: English Marking Code - Guided Writing

These symbols are to be introduced as and when appropriate to the child's stage of learning, age and understanding.

Live marking in **green** - *verbal feedback given*



Adults mark in **red** – *away from point of learning*

Children mark in **blue**

Wrong case either upper or lower:   The incorrect letters

Spelling mistake: **sp** in the margin and underline with **a wavy line** for child to self-correct
or **sp** in the margin and underline with **a wavy line** adult corrects.

New paragraph: //

Punctuation: circle incorrect punctuation  or circle where punctuation should be 

Omission: ^ for missing letters, words or phrases, placed underneath the omitted

Word or meaning unclear: ??

Correct: ✓

Exceeded expectations: ✓ ✓

Incorrect: ●

Supported by an adult: AS



Guided group work with an adult: G

Independent work: I

One to one support or guidance: 1:1

In addition, where learning has been adapted for individual children, staff will record this in books (See Appendix 3).

Next steps marking reflecting the learning intention to measure learning outcome:

 successful aspect
 area to develop

Examples of success in writing highlighted green:

what went well

Examples of correction or target highlighted yellow:

need to correct or improve

Appendix 2: English Marking Code - Independent Writing

In Key Stage 1, corrections or improvements will be indicated with a yellow highlighter. This may indicate a need for correction of spelling, punctuation or rewrites. Additional 'I, G, AS, 1:1' will likely accompany the editing.

Mostly seen across Key Stage 2, once children have independently drafted their writing, the teacher will mark for editing.

Children are not told *how* to improve. Teacher models good editing processes with an exemplified piece. Teachers are mindful of assessment frameworks and EEF guidance in promoting pupil autonomy and independence: "...not independent when the pupil has been directed to change specific words.. or when incorrectly spelt words have been identified."

Balancing teaching with independence, specificity of teacher guidance (e.g., sp / p / ^) will be gradually phased out to maximise teaching opportunities whilst ensuring independence in summative assessments.

Appendix 3: Adaptive Teaching

In line with the Education Endowment Foundation's (EEF) latest guidance, effective scaffolding in primary education involves providing temporary, tailored support that enables pupils to engage with learning tasks they might not yet manage independently. This support should be gradually withdrawn as pupils develop confidence and competence, fostering independence rather than dependence. Over-scaffolding—such as prolonged one-to-one support or completing tasks for pupils—can inadvertently hinder the development of self-reliance and resilience. Instead, strategies like modelling, prompting, and providing cues can guide pupils to find solutions themselves. For example, a teaching assistant might initially demonstrate how to approach a problem, then progressively shift to offering hints, encouraging the pupil to apply learned strategies independently. This approach aligns with the 'Goldilocks principle'—providing support that is 'just right'—ensuring that scaffolding is neither too much nor too little, and is removed at the appropriate time to promote autonomous learning.

Adaptation	Possible support provided (though not limited to the below)
Visual	Word bank, spelling mat, alphabet mat, photographs, place value charts, visual timetable, home time checklist, phonics frieze
Adult support	Pre-teaching/post-teaching, scribing, chunking into smaller steps, modelling, scaffolding, verbal feedback green pen marking, rephrasing, verbal prompting, 1:1 explicit instruction, vocabulary, sentence stems/frames, highlight most important parts of a text, small groups
Resources	numicon, ten frames, writing frames, chromebooks, talking tins to record answers, sensory toys, ear defenders, writing slope, wobble cushion, resistance bands, sticky notes for ideas
Other	Partner work, flexible grouping, sensory breaks, dual coding

Examples of this being recorded in books, by an adult, may include but is not limited to:

if a child has had visual support - V, i.e. word bank

if a child has adult support – AS, i.e. chunking

if a child has used resources R,. i.e. sticky notes

if a child has used something else O – partner work

Sources:

- I. Education Endowment Foundation. (2022). *Scaffolding – more than just a worksheet*. [Online]. EEF. Last Updated: 28th February 2023. Available at: https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet/?utm_source.
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- IV. Education Endowment Foundation. (2021). *Feedback: Very high impact for very low cost based on extensive evidence*. [Online]. EEF. Last Updated: June 2021. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?ut>