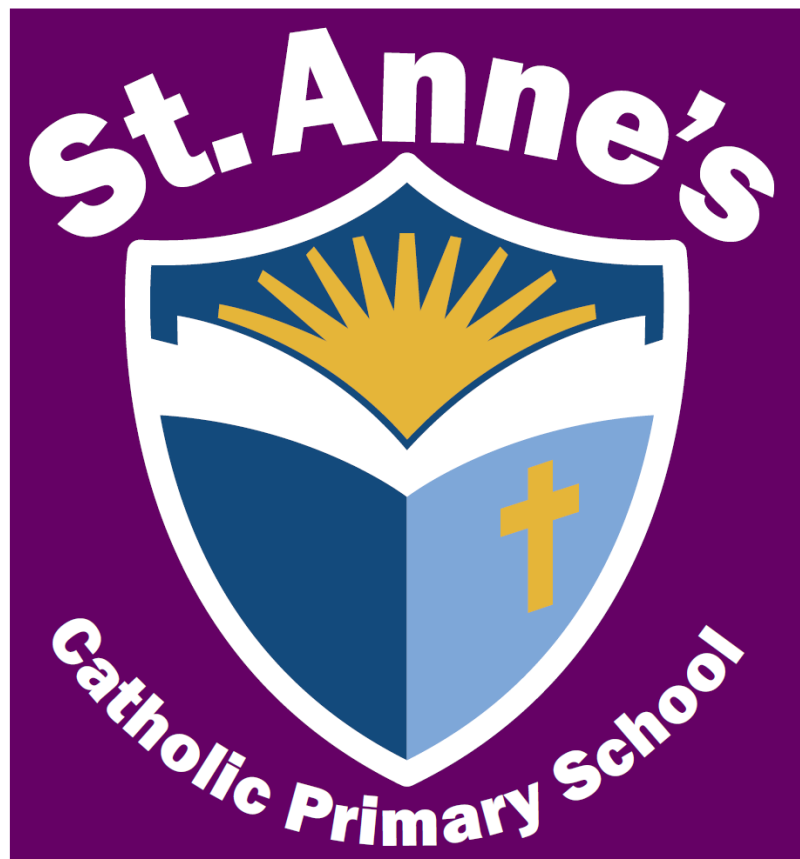


Marking and Feedback Policy



Reviewed: May 23
Next Review: May 25

St. Anne's Catholic Primary School - Marking and Feedback policy

Policy Statement

At St. Anne's Catholic Primary School we believe that feedback, in both written and verbal form, should form an integral part of the teaching and learning process. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are doing. Teachers are able to inform children about their learning and next steps for success; their achievements; address misconceptions and celebrate good work.

This policy will be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in raising achievement
- Informed by pupils' individual learning needs and prior assessments

Aims of Marking

- To show pupils that their work is valued.
- To address misconceptions.
- To encourage pupils to reflect on their performance.
- To allow pupils to make amendments to work in order to improve and extend skills
- To recognise achievement, presentation and effort.
- To provide ongoing assessment to inform future lesson planning
- To share expectations.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

All subjects

Expectations:

- Work should be marked against the Learning Intention and success criteria of the lesson.
- Teachers will indicate achievements by highlighting each element of the success criteria that has been achieved in green highlighter (Great to be Green).
- Any positive comments, next steps or challenges should be written in green also.
- Teachers will indicate areas for development by highlighting each element of the success criteria that has not yet been achieved with a pink highlighter (Think Pink).
- Any questions used to give children another opportunity to reach the SC should be written in pink pen as well as any comments relating to why the SC has not been achieved.
- Teachers comments will be written in green or pink dependent on their use - green for celebration/achievement and pink for areas of development.
- Teachers will expect children to respond to feedback and time will be provided for this.
- Teachers will use the marking code.
- Teachers will mark **ALL** work (i.e.) Where a group of pupils have been taught by a TA the class teacher must mark the work after gaining feedback from the TA.
- Teachers will indicate a challenge (CH) where appropriate to extend the learning from the lesson.
- Teachers will indicate 'Next Steps' (NS) where appropriate ie .linked to TIPP's and age related expectations.
- Teachers will write comments carefully and neatly, in the style of the school handwriting policy.
- Teachers will indicate where support has been given by writing TS in the top right corner of the child's piece of work.

- If needed TA/Teacher can be written next to the SC.
- Teachers will indicate independent work by writing an I in the top right corner of the child's work (Independent Work) if initial support has been given
- Verbal feedback should be indicated by writing VF in the top right corner of a child's work. (Verbal Feedback Given)
- Work completed by a teacher other than the class teacher, should be marked by that adult and indicated with S for supply
- Where possible, work to be marked with the child and corrections should be completed immediately.
- Success Criteria must always be used.

EYFS marking

In EYFS the children are verbally told the LI and SC and immediate verbal feedback is given so the child can act upon next steps immediately. The LI and SC is stuck into books and highlighted by staff as an assessment record. Positive stampers and stickers are used for praise purposes for the children.

Self-assessment marking

- Children in KS1 colour in a traffic light colour. Red for working towards, amber for developing knowledge and Green is for secure
- Children in KS2 rate their work using a coloured pencil in the top right hand corner of their exercise book. Red is for working towards, amber is for developing and Green is for secure

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Director of Standards as follows:

- The Headteacher and Deputy Headteacher will undertake work sampling/book scrutiny at least twice every half term along with members of SLT using the provided work scrutiny templates
- The Headteacher will oversee the above process and produce an action plan prioritising any changes necessary.

Review Policy: July 2025

Marking Codes

KS1	
TS	Teacher Support
VF	Verbal Feedback
CH	Challenge – Green Pen
NS	Next Steps-Pink
I	Independent (after initial support given)
S	Supply
CL	Capital Letters (underline errors)
.	Full Stops (underline errors)
SP	Spelling (in margin)
//	New paragraph needed

KS2	
TS	Teacher Support
VF	Verbal Feedback
CH	Challenge – Green Pen
NS	Next Steps-Pink
I	Independent (after initial support given)
S	Supply
CL	Capital Letters (in margin)
.	Full Stops (in margin)
SP	Spelling (in margin)
//	New paragraph needed