St. George's Catholic Primary School

At St George's, God calls us by name to love,
learn and achieve together, safe in the palm of His hands.

'I have called you by your name; you are mine' Isaiah 43

Marking and Feedback Policy

Introduction

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work. Feedback can take many forms, including spoken or written marking, peer marking and self-assessment.

5 steps to successful feedback

- Pupils, staff and parents/carers understand our school's approach to feedback
- Feedback should be specific and relevant, linking to learning objectives and success criteria
- Use both verbal feedback and written marking
- It doesn't have to just come from teachers
- Is motivating to the child

Types of feedback

As a school, we use our professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. This judgement is based on what will most positively impact that child's progress. There's little 'robust evidence' to support the use of extensive written comments when marking.

Not using written marking means that other types of evidence are needed to demonstrate how teaching is helping pupils progress. **In Appendix 1**, there is a table showing how teachers and other support staff provide feedback to pupils and also how this is monitored and supported.

Summative feedback

This will usually consist of ticks and correction marks and is associated with closed tasks or exercises. Wherever possible, children are asked to self-mark or the work is marked as a class or in groups.
The following points are relevant to summative marking:

- Not all spelling mistakes will be identified as this can be demotivating to a child. These words are usually be high frequency words or spelling patterns that the children have been taught or should recognise. The word is identified and written in the margin or at the end of a piece of work. The child can then practice this spelling.
- Children are expected to correct some mistakes: particularly in spelling and number work.
- The school marking code should be applied. **(See appendix 2)**
- The children will know before they start a piece of work what features the teacher will pay particular attention to when marking.
- The title for a piece of work incorporates the Learning Objective as appropriate for the different key stages. The teacher will feed back to the child whether the Learning Intention has been met or not in accordance with marking code (△)
- It is recognised that at the emergent stages of writing, correcting a child's work is not appropriate.

Formative feedback

With oral feedback, in the course of a lesson, teachers' comments to children will focus on the learning intention and success criteria. The emphasis is on both the success achieved and any improvement needed against the learning objective. When appropriate, a focused comment may be written underneath

the work to help the child in closing the gap between what they have achieved and how they could improve next time. Reminders about aspects of presentation, spelling and punctuation in lessons are dealt with quietly and discreetly with individual children. When work is finished, the children are taught to read through their work individually, or to a partner, to check for any identifiable mistakes (spelling, punctuation, grammar etc.)

Paired marking

Before the end of lessons, children may sometimes be asked to mark work in pairs. The following points are important:

Paired marking is introduced towards the end of Key Stage One, unless teachers feel that younger children are particularly ready for this.

- Ground rules need to be established with the class.
- Children may be asked to identify strengths and areas for development. Children need to be trained to do this, through modelling with the whole class
- This will be predominantly verbal feedback but, when written, will be in green pen.

Organisation

- Where possible, children are encouraged to self-mark.
- Time can be allocated towards the end of lessons to mark with the whole class or in pairs.
- Marking codes are used whenever possible.
- Staff will use RED pen for marking and feedback comments.
- Work supported by a teacher or LSA will be identified.

Monitoring & Review

The implementation of this policy will be monitored and reviewed in accordance with School Improvement Priorities except where government or LA necessitate an earlier review or where a request has come from the Headteacher or the Governors.

This policy was reviewed in November 2026

Appendix 1

Types of Feedback

Type of feedback	What it looks like	Evidence
Immediate	✓ Takes place during a lesson with individuals, groups or the whole class ✓ Includes formative assessment (from the teacher/LSA) against the learning objective/success criteria ✓ Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task ✓ Praises efforts and contributions	• Lesson observations • Learning walks
Responsive (catch up)	✓ Takes place after the lesson or activity with individuals or groups ✓ Addresses knowledge from the lesson or activity or missing prior knowledge ✓ Often given verbally with time to rehearse knowledge immediately ✓ An element of the child's responses to catch up are recorded in their workbooks to show progress over time.	• Learning walks • Catch up observations • Book looks

Summary (feed forward)	✓ Involves reading/looking at the work for all pupils at the end of the lesson or unit ✓ Identifies key strengths and misconceptions for the class, group of individual ✓ Allocates time for editing based on feedback given or rehearsal of knowledge, when needed ✓ May involve peer support ✓ May recap on feedback at the beginning of the next lesson.	• Planning looks • Lesson observations • Learning walks • Book looks

Appendix 2

Marking Code

The school marking code includes the following:

Areas identifying development of success criteria linked to Learning Intention	A triangle is used to show / - Concept introduced /_ - Shows some understanding of the learning in the lesson /_\ - Work reflects child's understanding of learning intention/learning intention met. Verbal or written feedback given by the teacher
Spelling mistake or incorrect grammar	Identify the word and give correct spelling/grammar in the margin or at the end of the piece of work
Punctuation error	Model correct punctuation within the piece of work
Paragraph	//
Omission	/\
Learning intention met	/\