



Marking & Feedback Policy

2025 -2026

'Be the best you can be

Field Lane, King's Lynn, Norfolk, PE30 4AY

Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors

Aim

To establish a broad and consistent approach to the way learner's work is marked and feedback is given, so that pupils feel valued and have a clear understanding of how well they are doing.

High quality and informative marking and feedback will help pupils to improve their work and inform teacher planning and monitoring.

Principle

***"Assessment for learning (Afl) is the process of seeking and interpreting evidence for use by the pupils and their teachers, to decide where pupils are in their learning, where they need to go and how best to get there."** J.Rowe.*

Marking and feedback at St. Martha's Catholic Primary School will be consistent with the principles of Afl. Live marking and verbal feedback will underpin our marking policy. Marking and feedback will therefore be;

- Focused on pupil learning
- Based on shared learning objectives
- Positive in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils improve their work
- Promoting learner confidence
- Inclusive of opportunities to develop self and peer assessment
- Informative with regard to future planning and thereby support individual target setting
- Identify next steps within and after lessons; sharing them with the learner regularly in order to move the learning forward.

Marking in books will:

- Underlining in green pen will identify misconceptions/errors and allow for further teaching
- Incorrect answers or areas of learning which need to be looked at again when the task is not writing focused to be acknowledge with a dot
- Expect the children to correct their work and respond to feedback in specified time using their purple pen.
- Clearly show whether the learning objective has been met through either ticking the LO or ticking the content which shows the learning objective has been achieved within the piece of work. Double ticks can be used to praise good elements within the work or where the child has impressed you.
- Provide extra challenges, when required, for children within and after the lesson.
- Use Dojo points as rewards for work which meets the expected standard or above for the individual child.

- Peer assessment opportunities will be shown using post it notes for children to write their comments on.
- Depending on age and ability, spelling errors may be written out for children to practice writing correct or underlined for children to use a dictionary/word mat to help them spell it correctly.

Generally:

- The children will respond to feedback and correct work using a purple pen.
- The teachers will use green pen to mark in the books.
- Handwriting used to mark books must be clear and neat, setting an example to the children, following the Letterjoin Handwriting Scheme.
- Next steps for individuals are identified through planning and responded to throughout books
- Peer to peer feedback can be effective in moving learning on and will be used and evidenced through purple pen in the children's books.

Strategies

To plan for good learning, teachers need to be aware of areas of weakness in pupil learning, as well as what pupils already know and understand. The identification of curricular targets and base lining supports this.

Curricular targets – identified from a range of sources, curriculum targets identify typical areas of weakness in pupils' learning and become a focus for improvement.

Base lining – at the start of a new unit of work teachers should ascertain what pupils specifically already know and understand. This can be done by quick quizzes, retrieval techniques etc.

Together this knowledge will inform the identification of curricular targets objectives for whole year groups, classes, sets or even individuals, and more specifically the planning of learning objectives and learning outcomes by teachers.

To support learning, pupils need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

Learning objectives – broad learning objectives must be shared verbally with pupils and can be written up on the board. These will focus on the learning e.g., on what pupils **“will know”** and **“be able to do ...”** by the end of the learning process. They will be expressed in such a way that they are accessible to all.

In books, Learning objectives will be written as a short title reflecting the learning objective. In Year 2 and below, a sticker can be stuck in. Year 2 need to be writing titles and dates by Summer Term. Many pupils waste valuable time copying down an objective rather than focusing on the work. This is especially true of English additional language learners. It is however important that the teacher shares and explains the objective.

Learning outcomes – will also be shared. These will focus on what the pupils will be doing, making or producing, this might usefully be summed up as **“What I am looking for...”**

Success criteria – For extended pieces of writing the success criteria will be shared and stuck in the pupils’ book before they start writing e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessment. These criteria may be generated in conjunction with the pupils or by the teacher as appropriate. The success criteria will be marked using green pen.

Modelling – before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved. This should be displayed on the learning wall.

Daily marking – all lessons should be marked as appropriate. Some tasks may require more detailed marking than others. However, most of the marking should be done within the lesson so pupils are reflecting on their learning and improving immediately. Teachers to use live marking throughout the lesson as well as mini plenaries using the visualiser and referring back to the learning wall where appropriate.

Sometimes it is not always possible to feedback to all children within a lesson. When marking books at the end of a lesson or for extended writing, the teacher must annotate their planning for the next lesson.

The teacher should look at each child’s work before marking and group them accordingly;

- teacher support needed,
- more consolidation needed,
- can move on or challenge needed.

This will then inform your next lesson. On your planning as needed, you can note which pupil’s work can be shared as a good example, who needs a challenge/next step and what the challenge/next step is, who needs support and how that support will be given. Books will show that the teacher has evaluated their lesson and adapted planning accordingly through the work produced.

Peer & Self-Assessment – When writing extended pieces of writing pupils will peer or self-assess their work using their purple pen. This is usually based on a formative assessment and allows pupils opportunities to identify their own strengths and areas to develop. It also allows for exemplar work to be created.

These will be expected to be correct throughout the books.

By the end of Reception:

- Write recognisable letters, most of which are correctly formed (Letterjoin scheme)
- Write their name using a capital letter for the first letter and lowercase letters for the rest of their name
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

By the end of Year 1:

- Form numbers 1-100 correctly
- Know number bonds to 10 and some to 20
- Form upper- and lower-case letters correctly
- Exits should be embedded and entrance should be developing
- Punctuate short pieces of writing correctly using capital letters and full stops as a minimum
- Read their own writing and check it makes sense
- Use finger spaces correctly and consistently
- Phase 2-5 should be embedded.

By the end of Year 2:

- Underline the date and title with a ruler
- Entrance and exit need to be embedded and starting to join appropriate letters
- Punctuate longer pieces of writing with correct punctuation.
- Use a range of conjunctions such as: and, but, so, because.
- Be able to read and write all the first 100 High Frequency Words
- Proof-read writing and check meaning is clear and identify errors in spelling, punctuation and grammar.
- Recognise and correctly form numbers to 100
- Know number bonds to 20 and derive and use related facts up to 100
- Know 2, 5 and 10 x tables

By the end of Year 3:

- Handwriting should be joined.
- Proofread their work for spelling, punctuation and grammar
- Be able to read and spell the first 200 High Frequency Words.
- Spell some of the year 3/4 spelling words.
- Read and write numbers up to 1000
- Know 2, 3, 4, 5, 8, 10, 11 x tables
- Know number bonds to 100 and related facts

By the end of Year 4:

- Begin to write at a consistent pace
- Check and self-correct spellings highlighted by teachers
- Handwriting should be joined and sat on line, ensuring ascenders and descenders are obvious.
- All children should have received their pen licence and be writing in pen.
- Spell all of the year 3/4 spelling words.
- Recall rapid multiplication table facts to 12 and their related division facts
- Proofread work and self-correct before showing an adult

By the end of Year 5:

- Read and write numbers up to 1,000,000
- Formal methods for all operations to be used
- Consistently write at pace in a variety of subjects using joined handwriting (following the Letterjoin Scheme).
- Be able to spell some of the Year 5/6 spelling words.
- Independently check spelling, punctuation and grammar and self-correct errors
- Confidently self and peer assess
- Independently tackle tasks and persevere to answers
- Always respond to feedback promptly and independently

By the end of Year 6:

- Read and write numbers up to 10,000,000
- Formal methods for all operations to be used consistently and appropriately.
- Consistently write at pace in a variety of subjects using joined handwriting (following the Letterjoin Handwriting Scheme).
- Be able to spell all of the Year 5/6 spelling words.

Every child is an individual and sometimes there are reasons for them not achieving these non-negotiables that need to be addressed in a different way. We work hard at St. Martha's to be an inclusive school and develop children's potential in a variety of supportive ways. If a child is struggling in these areas, further work and support will be put in place to help them.

Quality Assurance

The main objective of this policy is to maximise the impact of feedback for all children within St. Martha's and as such, all Teachers and Teaching Assistants are expected to implement the guidance provided. It is the responsibility of Phase Leaders (EYFS/KS1 and KS2) to ensure that the policy is being implemented consistently within their section to the benefit of the pupils. The quality and effectiveness of marking and feedback will be considered as part of lesson observations and specific, regular time will be given to the sharing of good practice to encourage constant evaluation.

Where there are concerns about the quality of marking and feedback, Phase Leader will be approached in the first instance to offer support and guidance.