



**St. John the Baptist**  
Catholic Primary School

*We will prepare the way by loving, living and learning with the Lord*

# Marking and Feedback Policy

**Audience:** Teachers  
**Frequency of Review:** Annual  
**Postholder Responsible for Review:** Headteacher

**Recommended Associated Documents:**  
Assessment Policy  
English Policy  
Maths Policy

**Approved by the Full Governing Body:**  
**Review:** January 2027



## **Marking and Feedback Policy**

### **Policy Statement**

At St John the Baptist Primary School we believe that all children's work should be marked to inform children of their achievements as well as providing them with targets to facilitate their future progress and develop reciprocal dialogue between teacher and learner.

#### **We aim to:**

- Always make children aware of the focus aspect of each piece of work, ensuring that marking comments and feedback relate to this focus, which will be derived from the key objectives of the lesson.
- Set high standards of expectation from the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their work and reach their full potential.
- Provide children with constructive written feedback through the marking of their work.
- Set group targets in relation to each child's ability.
- Embed the principles of Assessment for Learning throughout the curriculum.
- Acknowledge a child's progress over time.

In order to have consistency in the marking of work it is essential there is a mutually developed policy. Therefore, the following guidelines have been compiled in order to support the children in the marking of their work at our school.

### **Some Characteristics of Effective Written or Verbal Feedback**

- Scaffolding pupils' next steps
- Setting targets
- Giving examples of how to succeed
- Providing pupils with opportunities, and time, to respond
- Focusing on learning objectives or success criteria
- Confirming that pupils are on the right track
- Encouraging correction of errors or improvement of work
- Identifying misconceptions
- Providing opportunities for pupils to think for themselves

### **Guidelines for the marking of children's work.**

All of the work that the children produce must be marked in a consistent way throughout the school so that children are very clear about our expectations of them.

Children must be made aware of the purpose of each task and focus for marking. Our system of marking has been agreed with all staff to ensure that **quality** marking and verbal and written feedback is given to children in a meaningful way for them to understand. Clear symbols have been agreed which include pictorial representations (Appendix 1).

Marking a child's work should provide effective interaction between the child and the teacher. If children are to develop as independent learners with an awareness of their strengths as well as areas for development (learning targets) it is essential that children are made aware of the learning intentions of the tasks and of the success criteria against which their work will be marked. Every piece of work will have the learning objective which will be marked using single or double ticks to indicate achievement against the OPE (Objective, Presentation and Effort).

## **Practice at St John the Baptist School**

### **Early Years**

In Early Years the teachers focus on giving oral feedback to the children and this is indicated in books with 'V'. Staff write a positive comment in books, alongside the child, indicating what has been done well and giving clear next steps.

Staff indicate how children have worked using:

    'I' for independent work;

    'S' with adult support or if additional resources have been provided, e.g. a sound mat when writing.

Marking will draw attention to incorrect letter formation or spelling, linked to the phonics stage the children are working at.

### **KS1/2**

#### **Marking to show progress over time**

- All books are headed with a Learning Objective slip which is marked with an indication of success using a single or double tick
- Be positive, indicating what has been done well clearly linked to objective/target/success criteria
- Be precise, including the use of shared technical terms
- Be realistic in expectations.
- Gap task in pink pen/font - clear next steps given and/or questions to extend or clarify understanding with examples given for the children to complete or respond to (see examples in Appendix 2)
- Small improvements to make (e.g. spelling or punctuation) throughout the piece of work also in pink pen
- Correction of spelling (limit to 5) linked to topic or words they should be able to spell – consider impact on child's self-esteem.
- Step for depth in blue – questions to deepen understanding
- If there are gap tasks or any corrections, children will be given time to read and respond in purple pen which the teacher will follow up afterwards.

**Marking is only of value if comments are read and responded to/regarded, therefore time should be planned for this to be successful. Children should be able to evaluate their progress in terms of gains in knowledge, skills or understanding as well as identify targets for improvement.**

### **Feedback**

**Individual verbal feedback:** can be indicated on the piece of work by the symbol 'V'. This is more powerful and has maximum impact when pointing out successes and improvement needs against learning intentions.

It is also useful when;

- the feedback is complicated and would be too much to write or for the child to comprehend;
- the work is well below or above expectation and talking provides a more sensitive approach.

Work that has marked with a 'V' indicates that sufficient oral feedback has been given during the lesson.

**Whole class/group verbal feedback:** at the end of lessons going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.

### **Recognising and Celebrating Success**

Success is also recognised and celebrated through the awarding of certificates in Celebration Assembly, house points, and through sharing success with others, e.g. other teachers, the Headteacher, class members and through verbal praise.

### **Educational Inclusion**

St John the Baptist Primary School believes in being fully inclusive. Marking and feedback practice will take into account individual pupils, regardless of gender, race, disability or special needs.

## Appendix 1

### KS1 & KS2

sp. = spelling error (KS2)

○ = spelling error (KS1)

✓✓ = Teacher approval for good vocabulary, use of a simile, adjective etc.

C = capitalisation (or underline in KS1)

G = grammar

P = punctuation

V = vocabulary

∩ = finger space

^ = Insert word / invite child to insert word

// = Insert paragraph (KS2)

? = Check for sense

Ⓟ = Verbal feedback

T = Teacher guided work

LSA = LSA support/guided work

I = Independent

S = adult support (EY)

## **Appendix 2**

### **Target Marking**

Sentence starters:

For something achieved:

- This is good because...
- This has challenged you because...

For something to improve on:

- Next...

### **Gap Tasks**

#### **English**

Start with a verb, for example:

- underline strong openers
- improve this sentence
- change three weak words
- add examples of ...
- write a sentence to describe...

#### **Maths**

Gap tasks could be used to;

- correct misconceptions
- extend learning
- immerse learning in a context i.e. in a word problem

For example:

- try this one...
- what if ...