

Marking and Feedback Policy

St. Thomas More's Catholic Primary School



Approved by the Governing Body

Autumn 2025

Next Review:

Autumn 2027

Our Mission Statement

As we walk together with Jesus we love, live and learn.

Assessment For Learning

Assessment for Learning is about helping to 'close the gap' between where the learner is in their learning and the desired goal. At St. Thomas More's this is at the heart of the feedback we give about a child's work. This feedback may take a number of forms: oral, written, formal and informal, and may be given on a group basis as well as an individual one.

We see feedback & marking of work throughout the curriculum as a reward for hard work and achievement, as a method of guidance for next steps and for highlighting teaching points.

The principles behind our feedback & marking policy are as follows:

1. Feedback & marking should be fair and consistently applied by all staff.
2. It needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
3. It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
4. Feedback & marking should be undertaken as soon as possible, either during the lesson or immediately after the work is completed and, where appropriate, the pupils should be involved. Feedback during the lesson is highly effective in identifying difficulties, keeping the learning on track or moving it on.
5. All work should be acknowledged by the teacher even if it is not to be marked directly.
6. Marking needs to offer positive benefits to teachers, pupils and parents.

Why do we give feedback?

1. To benefit pupils, teachers and parents by checking to see whether concepts have been understood and to redirect as soon as possible.
2. To focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated.
3. To encourage and to praise.
4. To give an opportunity to respond to the context of a child's work.
5. To act as evidence of attainment and to show the children how the work can be improved - next steps.

Marking methods

In our school you will see many different approaches to feedback and marking. On occasion marking will not be seen on a piece of work because verbal feedback was given. There may also be examples where marking or feedback was given by another pupil.

1. Verbal feedback during the learning is our preferred method as it enables the child to act on the feedback immediately.
2. Talk positively to the children. In situations that need immediate reassurance or a quick check on progress in a task, marking using the spoken word can be most appropriate. The effect of the comments can be seen easily in the child's response, making it clear whether or not it has had the desired outcome. Work can then be annotated or stamped to show that verbal feedback was given.
3. Ticks, crosses, underlining, circles, dots, etc., depending on the purpose. (Agreed symbols can be found at the end of this policy). There should never be a whole page of crosses.

4. Rubber stamps or stickers that indicate praise in some way.
5. Stars, Dojo Points or team points for achievement.
6. Stickers of special achievement from the head teacher.
7. Comments appropriate for the particular child.
8. Where appropriate include a next step comment although this can be verbal.
9. In KS2 green highlighting to denote opportunities for editing and pink highlighting to show positive praise, an orange highlighter shows spelling errors appropriate to the year group.
10. In some classes, yellow highlighting will indicate the children's independent responses to next steps learning
11. In KS1 stars and a wish are used to emphasise positive achievements and one thing that needs to be improved or practised, a coloured polishing pencil is used by the children to show where they have responded to feedback.
12. All children Y1-6 are given time to reflect on their feedback and marking and respond where appropriate.

All Subjects

Staff should not accept poor writing skills from children who have the ability and experience of good presentation.

There should be regard for reversal of both letters and numbers and the child's attention drawn to the correct formation.

The school has agreed that there is a need for uniformity of presentation from both staff and children.

The following criteria needs to be followed by each member of staff when instructing children:

Non Negotiables

Written tasks

Position of date in top right hand corner in full (Maybe introduced in EYFS, developed in Yr 1)

Learning objective, using capital where appropriate, on left hand side, underlined on the next line, then leave a line (introduced Yr 2)

And/or

Title, using capital where appropriate, centred, underlined on the next line then leave a line (introduced Yr 2)

Paragraphs when understood

Consistent reinforcement of capital letters and full stops

Other punctuation as relevant to ability

If working from a textbook, the page number to be entered on each page in the margin

Ink mistakes, a line through with a ruler

In EYFS and Year 1 staff will model lead ins on letters. From Year 2 all staff will model joined-up handwriting, except in phonic sessions.

Children will attempt to join-up handwriting from the end of Reception.

MATHEMATICS

Margins should be drawn, 2 squares wide (introduced Yr3). From Year 3 a middle margin to create two columns is introduced in A4 sized exercise books.

Learning objective left-hand side, underlined

Date, underlined, top right hand corner, numerical version

Corrections : KS1 next to error, KS2 re-write and correct where appropriate

Book and page number top left when appropriate

Pencil only for Mathematics

Numbers of the question should be in the margin

Use of erasers in maths should be at the class teacher's discretion.

In marking maths work there should be a clear method used to indicate where the work is incorrect and a system devised for corrections.

layout eg.

$$\begin{array}{r} 1. \quad \mathbf{1} \quad 2 \quad 5 \quad . \quad 5 \\ + \quad \quad 6 \quad . \quad 3 \\ \hline 3 \quad 1 \quad . \quad 8 \end{array}$$

**Always leave square between
each computation
computation or work**

Symbols for errors which are introduced gradually from Y2, but are not used when work is to be independently edited:

SPELLING \/\//\//\//\ (spelling correction in appropriate place)

MISSING WORD ^

PUNCTUATION



MISSING PARAGRAPH //

SPEECH PARAGRAPH "

SYNTAX ERROR ?

USE BETTER WORD

VERBAL FEEDBACK GIVEN VF

It is important that all staff implement the same guidelines and symbols. Each Class will have a chart to explain symbols for pupils and adults to refer to.