MARKING & FEEDBACK POLICY

OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL

PREPARED BY: C Ni Loingsigh

APPROVED BY: Governing Body

DATE: June 2025

REVIEW DATE: June 2027

DPO Checked: June 2025

Introduction:

A Marking and Feedback Policy sets the context for how teachers respond to pupils' learning. This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

It is essential that the marking and feedback policy is followed consistently across the school to ensure high standards, pupil progress and a culture of accountability. When children know their work will be acknowledged and responded to, they are more likely to take pride in their learning and strive to improve. However, if marking is inconsistent or absent, pupils may begin to feel that their efforts go unnoticed and may question the purpose of completing tasks. Regular, meaningful feedback shows pupils that their work matters, reinforces expectations and provides valuable guidance for improvement. As such, every teacher has a responsibility to ensure marking is timely, purposeful and aligned with the school's policy.

At OLSJ, we believe that feedback and marking should provide constructive feedback to every pupil, focusing on success and improvement needs, enabling pupils to become reflective learners, helping them to close the gap between current and desired performance.

OLSJ marking and feedback should:

- Recognise, encourage and reward pupils' effort and achievement while celebrating their success.
- Actively involve pupils in the learning process.
- Provide a dialogue between the teacher / support staff and pupil, which enables appropriate feedback about strengths and areas for development in the pupil's work.
- Indicate how a piece of work could be improved against success criteria.
- Set future 'Next Step' targets by identifying the next steps in learning.
- Support pupil's ability to review, edit and improve their own work.
- Help report the pupil's progress to parents.
- Inform curriculum planning and future interventions.
- Ensure a consistent approach to feedback by all staff.
- Strengthen the teachers' understanding of their pupils' needs and abilities

Effective Feedback at OLSJ should:

- Relate to the learning objective and/or success criteria.
- Be positive and constructive.
- Involve the pupils at some level.
- Provide opportunities for the learner to improve on their work.
- Impact on future teaching and learning.
- Provide scaffolding according to the learning needs of individual pupils.
- Be developmental across the age range.

Verbal and Written Feedback:

Feedback can be verbal or written, according to the ability / task and age of the pupil. Time needs to be given for pupils to respond to marking, edit and improve their work. Live feedback is usually most powerful when it is included in the lesson and when the pupil is actively involved. Verbal feedback plays a large part in

marking and often has the most impact on the pupil's learning as they are actively involved and, as such, can make an immediate impact on the quality of learning. When verbal feedback is given, it should be written in the margin along with what was said e.g. 'VF – adjectives'. This will be highlighted in green if the pupil then achieves this target within their work.

Management of Marking and Feedback:

It is important that marking is manageable for teachers and has an impact on pupils' learning. Verbal feedback plays a large part in our marking - teachers should complete this within the lesson with the child. Teachers need to use their professional judgement to decide which pieces require a next step – depending on the nature of the task or the outcome from the pupils. At OLSJ we encourage a range of marking including self and peer marking which supports and develops pupil's learning. Support staff play an active role in marking and feedback and are expected to work alongside the teacher to provide constructive feedback for the pupils they are working with.

Basic Literacy Skills:

Poor punctuation and grammar should be viewed as an opportunity for reflection and improvement across the curriculum. However, we recognise that pupils cannot focus effectively on too many aspects of writing at once. To avoid cognitive overload, marking should be selective when highlighting errors in punctuation and grammar—*work should not become a sea of red ink*. Effective marking identifies patterns of errors rather than correcting every mistake. Pupils are encouraged to identify and attempt to correct spelling errors independently, using their phonics knowledge or a dictionary. Rather than correcting all spellings, children should place three dots under words they are unsure of, then attempt a phonetic spelling. During dedicated editing time, they may consult a dictionary, ask an adult or work with a peer to improve their spelling. It is essential to plan time within lessons for children to edit their work using the 'COPES' strategy and up-level it using 'VCAP'. All pupil edits should be completed in green pen to clearly distinguish improvements.

Marking in Different Subjects:

Marking and feedback will vary slightly from subject to subject, but all lessons must include clear assessment of the Learning Objective. The Learning Objective should be highlighted green if achieved, and orange if not fully achieved. It is essential that every piece of work is addressed with both highlighting and a tick to acknowledge completion and assessment. If a child receives an orange highlight**,** a same-day intervention should be implemented where possible, and planning, resources and scaffolds must be adapted for subsequent lessons to support the child's progress. No child should consistently receive orange highlights across a series of lessons—timely support and responsive teaching are key to ensuring every pupil has the opportunity to succeed.

Subject	Marking and Feedback
Religious Education (RE)	• All lessons must be highlighted and addressed with a tick. • Achievements linked to LO and success criteria are highlighted in green. • Key religious vocabulary must be highlighted in green and corrected if misspelled. • Verbal feedback (VF) and planned Next Steps must relate to the RE focus and success criteria. • All RE assessments must be deep marked with next steps to deepen and/or extend the learning. • Teachers and support staff use professional judgement to decide which other lessons require deep marking.
Literacy- writing	• All lessons must be highlighted and addressed with a tick. • Achievements linked to LO and success criteria highlighted in green e.g. Expanded noun phrases, show don't tell etc.. • Verbal feedback (VF) should support progress toward writing objectives (see codes below to support efficient live marking) • The handheld piece of writing per unit of writing must be deep marked with detailed and personalised feedback. • Teachers and support staff use professional judgement to identify any additional work that may require deep marking.
Maths	• All lessons must be highlighted and addressed with a tick or use a red pen dot to indicate errors. • Children are encouraged to self-assess using a green pen. • Ensure pupils receive verbal feedback (VF**)** during the lesson where needed. • If a child is not achieving, support children using appropriate manipulatives or representations to help make the mathematical concept clear. • Marking should inform planning for next steps and future support/intervention.
Shared Reading	• No marking needed however if children are not circling for clarification or underlining for the answers, a next step needs to be given. • In KS2, for inference questions, use live verbal feedback to support correct answers e.g. Use evidence from the text, PEE, explain etc…
All other subjects	• All lessons must be highlighted and addressed with a tick. • Verbal feedback (VF) and planned Next Steps must relate to the lesson focus and success criteria. • Teachers and support staff use professional judgement to decide which lessons require deep marking.

Self and Peer Assessment:

From Year 1 to Year 6, pupils are encouraged to mark their own work as well as the work of their peers, using green pen. This process should be clearly modelled by the teacher to ensure pupils understand how to give constructive and purposeful feedback. Marking should be done against specific success criteria—either provided by the teacher or co-created with the class—so pupils know exactly what to look for when assessing a piece of work. Self and peer marking should not be limited to presentation and spelling; instead, it should focus on the content, accuracy, and how well the learning objective and success criteria have been met.

Response Time:

Response time is crucial to ensuring that next steps and verbal feedback have a meaningful impact on learning. Teachers must allocate appropriate time within lessons for pupils to reflect on and respond to feedback, whether written or verbal. Without this dedicated time, the purpose of feedback is diminished, and its potential to move learning forward is lost. Ensuring pupils have the opportunity to act on their next steps reinforces expectations, supports progress and helps embed a reflective learning culture in the classroom.

Implementation:

Pupils should have a clear understanding of how their work is marked and how to respond to feedback. Teachers should regularly use a visualiser to model the marking and feedback process with the whole class, making learning visible by highlighting both strengths and areas for improvement. This modelling helps pupils see the value of feedback and teaches them how to edit and improve their work effectively. Editing is a vital skill that should be practised regularly and embedded in daily routines. In Literacy, dedicated 'COPES' and 'VCAP' sessions are timetabled into the curriculum at the end of each extended piece of writing—both fiction and non-fiction—to explicitly teach pupils how to review, refine and up-level their work.

Sticky labels:

Sticky labels play an important role in capturing pupil voice and demonstrating understanding, particularly during teacher-led input or carpet sessions. They are commonly used in EYFS and KS1, where teaching assistants can record pupils' verbal responses and key contributions, then stick them into the child's book. This approach is especially beneficial for lower-attaining pupils, those with SEN, or any child who may struggle with writing, ensuring their knowledge and participation are still documented and valued. While often used during carpet time, sticky labels are not limited to teacher-led sessions—they can also be effectively used in subjects such as RE, Science or Topic**,** where writing may present a barrier to capturing a child's true understanding. Sticky labels provide valuable evidence of learning that may not otherwise be visible in written form and help ensure all pupils are represented in assessment and feedback.

It is important to indicate what scaffolds the child received to access the lesson, e.g. manipulatives, stem sentence, word bank, writing frames, guided prompts, cloze procedure etc… It is also important to indicate the level of support a child receives in each lesson. These will support with accurate teacher assessment and

moderation of attainment level.

- **I** – Independent work
- **P** – Worked with a peer (paired work)
- **G** – Group work
- **1:1** – One-to-one adult support- add initials of adult
- **S** – Supported by an adult- add initials of adult (general in-lesson support, not 1:1)

Secretarial Marking Codes:

Codes should be written in the margin around where the verbal feedback has been given during the live marking by teachers and support staff.

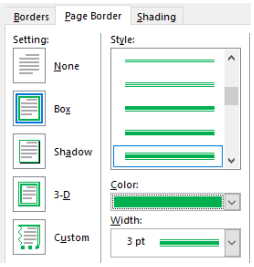
Code	Meaning
Highlight in green	Well done, you have achieved the LO
Highlight LO in orange	You need more support in achieving the LO
Red Pen	Teacher and support staff marking
Green pen	Pupils responding to marking or editing work
?	Error in Numeracy
VF	Verbal feedback e.g. VF – include adverbs. For SEN or LA pupils it can be in the form of a picture e.g. draw a finger for finger spaces
NS	Next step
SP or … (Under the word)	Spelling Error
P	Punctuation need or incorrect
CL	Capital letter needed
^	Word or letter missing
//	Start a new paragraph
?	Sentence is unclear or confusing, clarify your point
G	Grammar error
T	Tense error
H	Handwriting needs improving
EXS	Vocabulary needs improving
PEE	Point, evidence, explain needed
M	Method Error
V	Use the correct vocabulary
PRED	Predication needed
R	Result missing or unclear

Presentation of work and books

Pupil's work should be of a high standard across all books. Pupils from Year 2 to Year 6 should be encouraged to join using the OLSJ cursive script (Year 1 Summer term). Pupils from the end of Year 2 upwards are rewarded with a pen license if their handwriting is of a consistently good standard; otherwise they are to write with a sharp pencil. It is vital that ascenders and descenders are above and below the line respectively and that letters are of equal size and orientation. Teacher and support staff's writing will also model the OLSJ

cursive script. This should be consistent across all subjects.

- All children should take pride in their books and presentation.
- RE books are considered the most special and should be treated with the highest level of respect.
- There must be no doodling, graffiti, or drawings in books or on the front covers.
- Titles and dates must be underlined with a ruler.
- Handwriting should be neat and legible, following the school's handwriting policy.

Date and Learning objective (These can be prepared using the school's corresponding colour codes: RE- Gold Writing- Yellow Shared Reading- Dark Grey Maths- Blue Science- Red Topic- Light Green Art and Design and Technology- Pink French- Purple PSHCE/RSE- Dark Green	• Evident in all pieces of work in all books • KS1 – LO printed and staff to stick in using Letterjoins size 14 font. A simple 3pt colour coded border should surround it. Year 2, children need to be taught to stick it in so they are prepared to do this independently in year 3. Some children may need support due to sensory needs, fine motor skill needs etc... • KS2 – Either written in by pupils and underlined with a pencil and ruler or an LO printed and children to stick in using Letterjoins size 14 font. A simple 3pt colour coded border should surround it. Some children may need support due to sensory needs, fine motor skill needs etc... • Date, underline, miss a line, Learning objective, underline, miss a line (DUMLUM)
Margin	• All books should have a pre-drawn margin • Maths – 2 square margin drawn in pencil on the left hand side
Collages 	• Date and LO typed in Letterjoins size 14 font • Coloured border to be added using 3 point box • A range of pictures • KS1 / LA– a typed blurb in Comic sans size 14 font • KS2 – space for pupils to write their own blurb • Extension next step questions typed in Letterjoins size 14 font • Trimmed
Worksheets	• Date and LO typed in Letterjoins size 14 font • Colour coded border to be added • Differentiated/ scaffold put in when necessary • Trimmed • A3 worksheets to be folded in half then one quarter folded back
Maths	• Pupils write in pencil with 1 digit per square