

Feedback and Marking Policy

St Stephen's Catholic Primary School and Nursery, Skipton



Approved by:	Anne Clews (Chair of Governors)	Jo Sykes (Headteacher)
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Feedback and Marking Policy – 2026-27

At St. Stephen's, we recognise the importance of feedback as an essential part of the teaching & learning cycle. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. However, marking does not need to be an onerous task and can be completed within the lesson, where possible, to ensure it is manageable, meaningful and motivating.

Through our marking and feedback, we aim:

- To ensure all pupils receive quality feedback which enables them to take their learning forward
- To make marking effective and meaningful for all pupils
- To ensure consistency of marking across the school
- To provide teachers with an effective method of providing feedback and informative assessment
- To promote a culture of live marking within a lesson
- To raise standards of attainment

Feedback at St Stephen's

At the start of every piece of work, the date and the learning intention (LI) for that lesson must be written or typed. Teachers should ensure the learning intention is written in child friendly language. Teachers will mark in green pen and model good handwriting. Green highlighters are used by staff to highlight LIs and evidence of the learning intention being achieved, whereas orange highlighters will indicate to the pupil any next steps that can be used to address a misconception or as a challenge.

Teachers must also identify a selection of pertinent spellings to be corrected as appropriate to the child. These may include common exception words and subject specific spellings. In Key Stage 1 and where appropriate for children in Key Stage 2, these will be written by the class teacher and the child should write 3 times to practise the spelling. In Year 6, teachers will highlight in the margin where there is a spelling error and students are expected to identify spelling errors.

Children will respond to next steps and challenges in their purple pen. If editing their own work, they will cross out with ruler and pencil, and continue their work/corrections in their pencil/blue biro. As further evidence for AFL in science, RE, geography and history, pre and post subject assessments or full-page spreads will be used to show the progress children have made throughout a unit. Teachers will have high expectations with regard to presentation in children's work. When using the squared mathematics books, children must write in pencil with one digit in each box.

Marking Approaches

- We have agreed that teachers will mark the work in green pen.
- Children will neatly and legibly edit their work using purple pen.
- Teachers will endeavour to live mark within the lesson to address misconceptions early in the learning journey.

In Early Years and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code and symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

Whole Class Feedback

During lessons, a teacher may identify a common misconception, pause the lesson and feedback as whole class live feedback. Alternatively, whilst looking through the books, teachers may make notes on the key messages to feedback to pupils at the start of the next lesson using whole class feedback. The start of the next lesson begins with the teacher sharing the best work, identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session allows for children to redress any misconceptions that had arisen and, where useful, check through their own work independently and improve it based on the feedback given. Morning and afternoon tasks may also address common misconceptions from a recent prior lesson.

Child-led assessment, feedback and editing

For editing to work well, for example in writing, children have to be responsible for changing and improving their own work. Presentation expectations include a line spacing after each sentence to allow opportunity for editing and responding to feedback. We encourage this to happen regularly and each time the writing gets slowly better. After the children have completed their independent work, the teacher will provide feedback. The teacher does not physically mark the work by annotating the child's workbook but uses whole class feedback to direct strengths and weaknesses. The children will then work on editing their piece of work using various classroom resources. These include dictionaries, thesauruses, editing flaps and word packs.

Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others in the class and give peer feedback. Children should be trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria or targets.

Expectations for peer marking will be set with the children to ensure high standards of presentation. Work marked by peers should be marked in purple pen. Teachers will be diligent when checking the reliability and accuracy of self-marking to inform their decision as to whether a child has met the LI. Children will edit and respond to marking within their work using purple pen. Children may self-assess their work using arrows or coloured pencils to indicate their level of confidence within a lesson's learning.

Subject specific vocabulary

When marking work in a subject, such as science, teachers will concentrate on correcting scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology, this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

Students with SEND/EHCP/Target sheets

Blue highlighter is used to recognise SEN specific targets from Individual Education Plans (IEPs) so teachers can see where pupils are meeting their SEN targets.

An adaptive teaching grid is provided in RE, history, geography, and science to reflect where adaptations have been made for students.

Marking signs and symbols used are below:

Symbol	Meaning
sp	Incorrect spelling
//	New paragraph
P	Incorrect punctuation
.	Incorrect answer
S	Indicates next to LI whether they have had support in the lesson
VF	Verbal feedback given
	Next steps or challenge

Next steps or targets will only be used where appropriate and not automatically for each piece of marked work. Challenge questions will be used within lessons to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.