



St. Mary of Charity Church of England Primary School

Marking and Feedback Policy

Feed my lambs....take care of my sheep." John: 21

We are a community where everyone is included. A place of nurture where through creative learning, acceptance and celebration we are all able to flourish. Our inclusive school encourages children to be curious, passionate, ambitious and courageous. Everyone at St Mary of Charity is determined to be confident in who they are, aspire to realise their full potential and support each other through respect, honesty and forgiveness. Guided by Jesus we are accepting of the wonderful diversity within our community and have hope that our children will continue to advocate for and celebrate the unique needs of all throughout our wider world.

Written and Agreed: January 2026

Review Date: January 2028

Vision and Rationale

At St Mary of Charity Primary School, feedback (encompassing marking) is key to children making progress. Our approach to Marking and Feedback is underpinned by our school values.



Guided by our **faith** in God, St Mary of Charity considers that all learner's work is valuable and should be treated with **respect**.

Marking is to be undertaken to support and encourage us in our efforts so that continuous progress is maintained. **Honest** feedback will give us a clear direction to move forwards. A consistent and clear marking structure will give us the opportunity to respond to marking independently and with **determination** we will make progress. In line with our value of **forgiveness** all mistakes will be valued and reflected upon in line with the learning journey. Mistakes are proof we are trying! We will also work with each other as a **team**, to ensure that we help each other to achieve our potential. We will **aspire** to be the best that we can be!

Aim

We aim to provide a system of feedback that has consistent threads across each key stage within our school, however specific assessment is adapted to meet the needs of learners. This informs planning which in turn enhances children's learning; assessment **must** have a clear impact. Books must show progress.

Effective Marking:

- ◇ Gives children feedback, as soon as possible, about strengths and weaknesses in their work whether it is written or verbal.
- ◇ Rewards and encourages effort and progress
- ◇ Identifies individual children and groups who need specific help
- ◇ Provides a record of progress
- ◇ Helps other adult/parents understand strengths and weaknesses
- ◇ Informs future planning

Guidelines

- ◊ Marking should be related to clear learning objectives, which are understood by the child.
- ◊ Marking should be legible and clear in meaning.
- ◊ Marking should identify and correct misconceptions.
- ◊ Children's achievements need to be celebrated in order to motivate and encourage.
- ◊ Comments need to identify the next steps in the child's learning when needed.
- ◊ Time needs to be built in to lessons in order for children to read marking and respond to it where appropriate.
- ◊ Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important.
- ◊ Teachers need to follow the agreed approach in each subject and use strategies for their particular year group.

What should be seen in books?

We think of marking as an ongoing intervention – a way of formatively assessing children on a regular basis. This intervention must have an impact on learning. This may be verbal or written.

Marking in books should do one of 4 things:

1 – Marking can intervene to SUPPORT: E.g. suggestions of manipulatives that could be used to help or annotated examples to aid learning.

'Use theienes blocks to complete the following calculation $342 + 68 =$ '
Mr Tumnus (the strangest looking creature I had ever seen) appeared as if from nowhere.
Look at my example above, write your own sentence using brackets for extra information.'

2 – Marking can intervene to CONSOLIDATE: E.g. if the child needs more practice on a skill, then marking could give questions to practice misconceptions.

'For lunch I ate a sandwich, an apple, a giant chocolate bar, and a packet of crisps.
Write 2 sentences using commas in a list and then can you explain where I went wrong?'

3 – Marking can intervene to ACCELERATE: E.g. if a child has got 5 questions in a row correct, marking could demonstrate the next skill needed or promote learning in a new context.

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4 – Marking can intervene to CHALLENGE- E.g. questions to challenge higher level thinking and promote learning in different contexts.

'Can you work out the odd one out and say how you know?'

In this way, children are not doing ten questions which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided.

If marking does not do one of these things or does not have impact on progress of the learner then there is no point doing it. So at St Mary of Charity Primary School all work is assessed and acknowledged (e.g. self-assessment, verbal feedback etc) but not all work will be marked every day.

Spelling and Grammar errors (appropriate for the child) should be corrected where and when appropriate in all books if it is a skill appropriate for their age. (As outlined in the Spelling Policy)

Marking Codes will be used across all year groups R-6 to indicate if a piece of work was completed independently or with support. These are:

- P – worked with a peer
- I – independent work

- G – group work
- S – support

PIGS will appear at the top of each piece of work near the LO. Children or adults will then circle the appropriate letter depending on how the work has been completed.

Any mistakes in books will be crossed out with one neat line. We do not use erasers in this school to rub out mistakes.

Foundation Stage

- Work will be dated by adults.
- The feedback given to Foundation Stage pupils will mostly be verbal at the time of the activity; however, written comments might be used in pupil's books to help children correct letter/number formation or to inform the teacher of next steps.
- House/Dojo Points/Smiley face/stars/stickers will be used to reward effort and achievement.
- Marking and annotations are to be in black pen.

Year 1 and Year 2:

Initially, at the beginning of the year, Year 1 will follow the Foundation stage approach of marking. Then to transition throughout the year so that the children are ready for Year 2.

- Work to be marked in pink or green pen.
- LO to be present on each piece of work.
- Pink (tickled pink) and green (green for grow) to be used so that children can understand what they have done well or what their next step is. (see appendix)
- House/Dojo Points (*HP)/Smiley face/stars/stickers/WOWs will be used to reward effort and achievement.
- Verbal feedback to be marked with VF

Once the children are ready:

- Pink highlighter (tickled pink) to be used by the teacher to highlight areas of the work that particularly meet the LO.
- Green highlighter or pen (Green for Grow) to show any next steps. Next step questions could also be highlighted in green for the children to respond to.
- Children respond to marking comments where appropriate.

Years 3–6

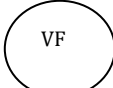
- Work to be marked in pink or green pen.
- LO to be present on each piece of work.
- Pink highlighter (tickled pink) to be used by the teacher to highlight areas of the work that particularly meet the LO.
- House/Dojo Points (*HP)/Smiley face/stars/stickers/WOWs will be used to reward effort
- Green highlighter (Green for Grow) to show any next steps. Next step questions could also be highlighted in green for the children to respond to.
- Children respond to marking comments.
- Verbal feedback to be marked with VF.

R.E books to be marked to the same standard as English and Maths books.



Codes:

With most subjects, marking codes can save time and make the feedback more accessible to the child:

Marking to close the gap:

Code	Meaning	Expectation of the Child
Green underlining, highlighting or a green dot.	'Green for Grow' This shows a mistake, error or misconception that the children have made.	Correct this mistake and respond to any questions.
Pink highlighting underlining or a tick	Tickled Pink This shows the elements of their work that the children should be proud of. (In relation to LO/LQ)	Be proud of their achievements. The children can find their own 'tickled pink' sometimes.
 VF	Verbal Feedback Given	Teacher or TA should ensure this code is at the top of any piece of work where verbal feedback has been given.

English Codes:

Code	Meaning	Expectation
P	Yr 1- Yr 6 – indicated a punctuation error. This must be followed by the type of punctuation that needs to be checked or improved upon.	Teacher to give an example (verbally or written) of a capital letter being used correctly. Child to correct errors. Or to write a new sentence with correct capital letters or full stops.
	Shows where a word/s have been missed.	Child adds in the missing word/s.
//	Paragraph	
A wiggly green line 	Shows where a spelling error has been made. This may be underlining a whole word or the specific letter/s that have caused the error.	Teacher writes the correct spelling underneath with x 3 indicated beside it. Child corrects the spelling. Correct spellings are written 3 times underneath.

Foundation Subjects

- Coverage will be shown by highlighting the LO on the Knowledge organiser pink.
- Marking will be in line with core subjects. Tickled pink for work that is correct and green for growth where work is incorrect.
- Assessment – The learning objectives within the knowledge organiser will be highlighted pink if ch have understood it.
- Retrieval practices and verbal feedback is the system to address green for growth in foundation subjects.
- Retrieval practices will be indicated by a consistent icon.