



**All Souls' Catholic
PRIMARY SCHOOL**

MARKING & FEEDBACK POLICY

APRIL 2025

<u>Review Programme:</u>	
Ratified by Governors at:	Approved at full governors 10/06/2025
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Signed – Chair of Governors:	<i>S. Langford</i>
Signed – Headteacher:	<i>A. Gove</i>

All Souls' Catholic Primary School

Marking & Feedback Policy

'Christ is our Light'

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive verbal or written feedback acknowledges attainment and progress, promotes positive attitudes and behaviour and leads to an improvement in standards.

The implementation of this policy is the responsibility of all teaching staff. The marking policy provides a common framework within which all teaching staff can work in order to ensure that the marking of children's work will be positive, clear, productive, in an accessible format for the pupils and a manageable task for staff.

The marking policy is an integral part of all school policies. In particular, this policy correlates with the policies for assessment, recording and reporting, handwriting & presentation and specific curriculum subject policies.

Implementation

Principle 1 – All work should be acknowledged by the adult responsible for the learning as soon as is practicably possible after the work has been completed and at the very least before the next lesson, in sequence, is undertaken.

Work can be acknowledged through a range of different means including, but not limited to:

- Ticks
- Stickers
- Comments
- Grade (as detailed in Principle 2)
- Gap Tasks
- A combination of these or others

Written comments should be completed using the school's cursive handwriting style and in good standard English.

Why?

- Children deserve to have their work recognised and celebrated by an adult
- A teacher has determined that the work was worthy of completion; it is therefore worthy of recognition
- Reviewing all work develops a teacher's understanding of each child's attainment and progress
- Teachers can only plan effective next steps in learning if they consider where each child is at and what has gone before
- Identifying gaps and misconceptions, and addressing these, is essential for good progress to be made

Principle 2 – All work, in most curriculum areas, should receive a grade, from A-E identifying the achievement of each pupil in that task.

Grades should be awarded based upon attainment and effort, scaled to the ability of each individual child (i.e. all children should be capable of achieving a grade A or E).

Grades should be based upon the following criteria:

- A – an outstanding piece of work in relation to the individual child's capability (5 house points awarded)
- B – a good/very good piece of work in relation to the individual child's capability (1 house point awarded)
- C – work is acceptable, although the child is capable of more
- D – the work is below what would typically be expected for the child
- E – the work is unacceptable

In the instance of a grade D – the child should complete remedial work to raise the work to at least a grade C – for which the teacher should provide verbal guidance.

In the instance of a grade E – the child should redo the work from the beginning, during non-lesson time until it is of least a grade C standard.

Grades should be awarded for all work completed in the following subjects:

- RE
- Maths
- English Writing
- English Reading
- Science
- Geography
- History

From KS2, children should record these grades on the record sheet at the front of their exercise books. A separate document 'Marking Grade Sheets' supplements this policy and describes which templates are used in each exercise book.

Teachers should ensure that children are provided dedicated time to review, refine and revise their work and record their grades, as necessary, following receiving marked work back.

Why?

- Children regularly share that their grades help them to understand how well they are doing
- Grades support a clear understanding of what a child's academic journey looks like in each subject and can show progress, effort and attainment over time
- Grades provide clear information to other stakeholders as to how a child is progressing in a simple and consistent format

Principle 3 – During parts of a lesson where children are working independently, adults involved in the learning should prioritise live marking.

Adults involved in the lesson, unless directly working with a child/group of children should, using coloured pens, support the following:

- Using **GREEN** pen – identify aspects of a child's work to celebrate or praise areas of strength or aspects which they could share, as good practice, with others.
- Using **PINK** pen – identify errors, misconceptions and areas for improvement.

Children should respond immediately to this live marking.

Live marking should focus primarily on the intended outcome of the lesson, but also address errors/misconceptions in the following:

- Spellings (particularly those a child should already be secure in / concepts currently or having recently been taught / topic vocabulary)
- Mathematical or grammatical errors (based upon subject)
- Organisational / presentational elements of work
- Requesting additional depth to a child's answer or response

Why?

- Research and best practice reports all highlight that the sooner that children receive targeted support and feedback, the greater the impact of this.
- Identifying errors earlier on can result in children not producing significant amounts of incorrect work.
- Whole class/group related errors/misconceptions can be addressed in the moment and can directly influence the remainder of the lesson.

- Marking during the lesson reduces teacher workload post lesson.

Principle 4 – Children should be provided with regular opportunities to review, revise, edit and improve their work, both as part of and after the work has taken place.

For errors and edits completed in the moment, for example a child recognises that they have copied a question down incorrectly, work can be erased/crossed out and repeated.

Errors and edits completed after the moment, should be completed using purple pen.

Children should only use purple pen on their own work and that completed in collaboration with others.

Why?

- Identifying and correcting mistakes demonstrates a child's growing understanding and makes them more likely to spot and correct errors in the moment in the future.
- Creates a culture of continuing to learn even after something is complete.
- Sets the high expectation that we can all learn from mistakes and that it is important that we identify and learn from these.

Principle 5 – Teachers should, through marking and feedback, ensure that children are regularly guided to make further academic progress and not continue to make repetitive mistakes.

Teachers should determine the necessity and frequency that each child requires additional specific marking beyond the other four principles such that they continue to make good academic progress across the curriculum.

This may include:






- Qualitative comments to provide praise, guidance or feedback
- Modelled structured examples
- Gap tasks or further questions
- Opportunities to demonstrate additional depth of knowledge and/or understanding
- Direct dialogue between teacher/pupil which could not have otherwise taken place

For all end of unit writing outcomes in English, children can expect a summative evaluation of their achievement and their next steps.

Why?

- Every child is unique and requires a bespoke approach to teaching and learning which cannot be described with a prescriptive approach.
- Children should know what they are doing well and how to improve
- Some children require further challenge in order to secure continued academic progress to not coast
- Some children require further support in order to overcome misconceptions or address gaps in knowledge and understanding
- Writing requires a complex range of skills and learning. Children need specific and regular feedback in order to maintain sustained progress.

Agreed marking symbols:

Symbol	Meaning
✓	Teacher acknowledges work / work is correct.
X	Work is incorrect.
	This symbol is used next to a mistake that a teacher wishes the child to repeat/review/revisit. Corrections should typically be completed underneath the piece of work in purple pen.
	Placed in the margin next to a corrected spelling. The teacher uses this to indicate that the child must write out the incorrect spelling 3 times either in the margin or at the end of the work in purple pen.
<u>[work]</u>	Used where necessary to identify an incorrect spelling – placed under the whole or part of word that is incorrect for children to correct in purple pen.
	This symbol indicates that the handwriting or presentation of the work is below what is expected.
p*	This symbol indicates that the presentation of work is of an exceptionally high quality (relative to the ability of the child).
	This symbol identifies part of a piece of work which is either incorrect or missing something in order for the work to be correct.
^	Word(s) / phrases missing.
//	New paragraph/line/section needed.
DWP	Indicates that a piece of work has been ‘discussed with pupil’ either during or post lesson.
	Placed at the end of a section or whole piece of work which has been guided – that is supported in some way by adult direction. All other work is considered independent.