



St. Peter's C of E Primary School

***Effective Marking and
Feedback Policy***

Date written: February 2026

Date ratified by Governing Body: September 2026

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at St. Peter's C of E Primary School.

Rationale

St. Peter's Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purpose of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Feedback to pupils moves learning forward most effectively when it is **understandable, helpful** and **actionable**.

At St. Peter's Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking and verbal feedback system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression.

Principles of Effective Marking and Feedback

Effective marking and feedback should:

- Be in the moment, whenever possible
- Be a mix of verbal and written
- Be understandable, helpful and actionable for children
- Be specific to the Learning Objective
- Be at the child's level of comprehension
- Be manageable for staff
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond, as appropriate
- Give children opportunities to become aware of and reflect on their learning needs (in the moment whenever possible)
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

- Look for progress and success before identifying areas to develop. Effective marking and feedback should feel supportive and positive for children.
- Link marking to the learning objective/learning journey/success criteria. Refer to these when giving written and verbal feedback.
- Link marking to individual targets, as appropriate.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every

incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.

- Ensure work is marked either during the lesson (live marking) or regularly and promptly after completion.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This can be particularly appropriate with younger, less able or less confident children.

A discussion may be accompanied by the appropriate marking code symbol in the child's book or a remark to serve as a permanent record for the child, teacher and parent.

2. Spot marking/live marking

This is used where necessary during a lesson to ensure a child is achieving the learning objective and to allow intervention to be provided as soon as possible in order to correct any misconceptions. Where intervention has taken place or a question has been posed, a feedback symbol may be written, allowing the teacher to monitor progress made from that point. A written question would also be indicative of feedback.

3. Skills Webs

In the case of KS2 DT topics, work may be marked at the end of the topic. In such cases, a skills web may be drawn with the child's level of skill clearly marked. This should then be discussed with the child.

4. Editing and Improving Work

Pupils should be given the opportunity to edit and improve their work. In Literacy, KS1 pupils are supported to do this through the use of the Fantastic Four framework. KS2 pupils are provided with jotters to plan, edit and improve their writing at all stages of the process, leading up to the final piece.

Pupils should use a green pen for the purposes of editing and self-correcting work.

5. RAG rating Learning Objectives

The date and Learning Objective should be at the top of every piece of work. The teacher should highlight this in the following way:

Green = child has understood/achieved the L.O

Amber = child has partially understood/achieved the L.O. or may benefit from further practice

Red = child has not understood/achieved the L.O. and requires further intervention to catch up with peers.

6. Other Strategies

Alongside aforementioned strategies, staff may also use:

Praise stickers

House points

Smiley faces

These should be used alongside the school marking policy and are not a replacement.

7. Monitoring

Marking and Feedback will be monitored regularly by Senior Leadership, subject leaders and Trust peers during Book Scrutiny and Writing Moderation sessions.

Such sessions will form part of our annual Assessment cycle, which can be seen in Appendix 2.

8. Review and Evaluation of the Policy

The policy will be reviewed regularly, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1

St. Peter's C of E School	
<u>Marking Symbols</u>	
Incorrect spelling highlighted orange	Spelling correction
	Missing full stop
^	Missing word
//	New Paragraph
Lower case letter which requires changing should be underlined	Capital letter
 or 	Impressive word or phrase used by child
	Next step/s
C	Correction
P	Punctuation correction on line
Symbols below to be written, if needed. It is to be assumed that work has been completed independently unless the marker has indicated otherwise.	
I /No indication needed.	Independent Writing
A/W.S.	Assisted/With Support
 or VF	Verbal feedback given to child

Appendix 2

<u>Appendix 2</u>		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
1st half RWI assessment Reception Baseline assessment	1st half RWI assessment	1st half RWI assessment Year 6 SATs
2nd half RWI assessment Year 2- 6 Testbase assessments in Reading, Writing, Maths & GPS Data to be submitted, whole school Foundation subject data submitted	2nd half RWI assessment Year 1 & 2 Phonics Check Y4 Practice Multiplication Check Year 2- 6 Testbase assessments in Reading, Writing, Maths & GPS Data to be submitted, whole school Foundation subject data submitted	2nd half RWI assessment Y4 Multiplication Check Year 2- 5 Testbase assessments in Reading, Writing, Maths & GPS Data to be submitted, whole school EYFS Profile final assessments Foundation subject data submitted
<u>Ongoing:</u> Weekly Spelling tests, Mental Maths tests, PIVATs, White Rose Unit Tests (as appropriate)		