



St Thomas of Canterbury Catholic Primary School

Policy: Marking and Feedback

Review date: February 2025

Next review: July 2026

Statement of intent

At St. Thomas of Canterbury Catholic Primary School, we believe that effective marking and feedback are essential in supporting children's learning and progress. This policy outlines our approach to ensuring consistency and high standards across the school.

The marking of children's work has a crucial role in planning and assessment and as such, is fundamental in the teaching and learning cycle:



Responding to pupils' work through constructive comments acknowledges achievements made, promotes positive learning behaviour of children and ultimately leads to an improvement in attainment.

Teachers must follow an agreed system and consistent procedures in responding to pupils' work, taking into the account the age and ability of the child, in order to give clear messages to pupils, parents and other teachers about individual progress.

We believe that any marking and feedback given must be done in a timely manner, be constructive and that there must be a balance between verbal and written feedback.

Principles

- ✚ Marking indicates teacher satisfaction and expectations
- ✚ Marking indicates strengths and weaknesses and how the child can improve performance
- ✚ Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction
- ✚ Marking values and respects children's efforts
- ✚ Marking gives an indication to parents about their child's progress
- ✚ Marking and feedback should be consistent with the principles of Assessment for learning (AfL)
- ✚ Marking is for the direct benefit and improvement of children's work
- ✚ Marking is undertaken to inform the child of the progress they are making and targets they need to work towards

Marking and feedback should be:

- **Timely:** Given promptly so that pupils can act on it.
- **Clear and Specific:** Highlighting successes and areas for improvement.
- **Actionable:** Encouraging pupils to respond and improve their work.
- **Consistent:** Applied fairly across subjects and year groups.

Objectives

At St. Thomas of Canterbury, marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive with appropriate praise given
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages dialogue between teacher and child

Aims

- To provide constructive feedback that helps pupils understand their strengths and areas for improvement.
- To encourage pupil engagement and responsibility for their own learning.
- To inform teachers' planning and assessment.
- To acknowledge and celebrate effort, attainment and achievements
- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive learning behaviour
- To inform planning
- To promote high standards
- To correct errors and address misconceptions
- To show pupils that work is valued by teachers and teaching assistants
- To enable accurate target setting

Teaching and learning

The marking and feedback policy should reflect the teaching and learning aims and objectives of the school and reinforce the teaching and learning cycle.

To put policies into practice the following actions must be taken:

- Where possible, marking should be done with the child present so as to give verbal feedback at the point of learning
- Work is marked as quickly as possible (same day/before next session)
- There is no stipulation as to which colour should be used as long as it is different from the colour being used by the child
- Marking will include verbal and written feedback (there must be some written acknowledgement of work completed)
- Marking can sometimes be done in the classroom with the child/group of children present
- Self marking in maths is optional (dependent on age and ability of children)
- Comments/prompts are used to 'diminish the difference' or extend children's learning

- Comments must be made in a language that the child understands and appropriate to the age/ability of child
- Comments do not address all aspects of children's work, and errors may not be always corrected (e.g. no more than 3 incorrect spellings corrected in one piece of written work)

Rewards

Marking and feedback should be celebratory whenever possible and rewards will include:

- ✚ Dojo points
- ✚ Stickers
- ✚ Smiley faces
- ✚ Share with HT
- ✚ Share with other classes
- ✚ Shared on social media
- ✚ Certificates

Feedback in EYFS

In EYFS verbal feedback is provided to children at the point of learning. Written comments can be made together with stickers and smiley faces in books. Tapestry is used to share learning with parents.

Feedback in KS1

Any written comments must be made to match the ability of the child. Verbal feedback at the point of learning will remain an effective tool. Smiley faces and stickers to be used to show acknowledgement of effort and attainment. Dojo points awarded according to age/ability/targets of children.

Feedback in KS2

Written comments helps build a positive relationship between child and teacher. Written marking of work has to be tailored to meet the needs and abilities of the children.

All marking has to be meaningful and consistent in KS2 year groups and a common framework is used:

- Sp = spelling error
- // = new paragraph needed
- ✓ = correct
- ✓✓ = amazing
- G = error in grammar
- CL = capital letter
- FS = full stop
- P = punctuation

Monitoring and review

SLT and subject leaders will monitor, evaluate and review the effectiveness of the marking policy. This will be done through reviewing planning, work scrutiny, discussions with staff, pupil voice, sharing good practice, observations, learning walks and staff inset/meetings

