



Marking and Feedback Policy

Policy owner/author	Assessment Leader
Approved by	<u>Headteacher</u>
Statutory policy	<u>No</u>
Review cycle	Annual
Date last reviewed	<u>21 January 2026</u>
Date of next review	<u>21 January 2027</u>
Related policies	Assessment Policy

Version History Log

Date	Version	Comments/Summary of changes
<u>06/02/2023</u>	5	Vision added. Additional presentation information added. Appendix A, B and C added.
<u>29/11/2023</u>	6	Wording changed to Maths feedback
<u>23/01/2024</u>	7	Wording changed to Key Takeaway Vocabulary Use of mind maps adjusted to include Key Takeaway Vocabulary Annotating lesson breakdown documents added to foundation assessment
<u>21/01/2026</u>	8	Amendments to Marking' section. Appendix D added. Appendix A and Appendix B edited to reflect use of subject booklets.

'Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's.

At our school, children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

Introduction

At St Mary's Primary School, we believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to make informed choices.

Rationale

Marking should:

- be relevant and timely;
- value pupils learning;
- evaluate understanding;
- diagnose areas for development;
- actively involve the learner;
- inform planning;
- aid progression;
- encourage pupils in their learning.

Presentation

Teachers will make clear and informed decisions regarding presentation of work depending on the task being undertaken and the ability of the child / children undertaking it.

However, the following comments should be used as general rules:

- Pupils write in black pen from Year 3 or earlier if they are ready. Blue pens are used for editing.
- Illustrations, diagrams and all maths work are undertaken in pencil.
- Pupils learn to date all their written work from Year 1. The date should be in long hand for English but numerical in other subjects. (e.g. 19.05.23)
- Dates and titles should always be written on the line. A line should be left after any title written, and the title should be underlined with a ruler, as soon as the skill is learnt.
- Guidelines may be used with plain paper.
- Pages in Maths books are plain in Key Stage One and squared in Key Stage Two. One digit should be written per square.

*For additional presentation guidance, see **Appendix C**.*

Marking

Teachers will make clear and informed decisions regarding the marking of work depending on the task being undertaken and the ability of the child/children undertaking it.

However, the following comments should be used as general rules:

- All work should be initialled in pink pen.
- If a next step is required, it should be written in green pen.
- Spellings: words should be corrected only if the child should be able to spell them. 'Sp' can be written above a word or in the margin to encourage the children to retry to spell the word or to look it up. As the children become more confident writers, written corrections can be given.
- Punctuation: punctuation should only be corrected if the child should be able to use the punctuation correctly.
- Pupils should be encouraged to self-evaluate and peer assess work where appropriate.

For subject specific marking guidance, please see Appendix A and Appendix B.

Evidence of work undertaken during a lesson can include photographs, checklists, self-evaluation etc. These should all be marked following the school’s policy.



The expectation is that all pupils’ work is marked in some form and always checked by the teacher. When support staff are working with a Maths or English group during a lesson, they are expected to mark the pupils’ work from that group.

For subject-specific guidance, please see Appendix A and Appendix B.

Marking Guide

The aim of marking children’s work is to inform the child of how they are progressing in their learning and the next steps that they need to take. Therefore, marking needs to be accessible.

The following symbols and letters should be used in Key Stage One and where appropriate in Key Stage Two.

I	Independent Work
S	Supported Work
LO✓	Learning Objective Met
NS	Next Step
Sp	Spelling
^	Missing Word
	Finger Spaces
P	Punctuation
?	Check Meaning
✓✓	Good word/sentence/ punctuation
//	New Paragraph
	Fred Fingers—Sounds

Helpful tips for teachers about how to stay on top of marking

- *Do it during lessons, when you or your TA is working with a group. Good on the spot feedback and responding is great practice.*
- *Do targeted group work during lessons and then allow yourself time to circulate the independent groups and assess and mark as you go, to ensure all children are moving forward.*
- *Plan your week to allow for marking to be done in time to use it to inform next lessons and targeted teaching. Don’t write general praise comments for the sake of it – keep marking purposeful.*
- *If you find yourself writing the same thing again and again – STOP, give verbal feedback (VF) and put into next day’s planning. The marking has served its purpose in telling you what they need next.*

Appendix A

Expectations in Core Subjects

Subject	What we expect to see in books / Feedback & marking	Assessment
English	<ul style="list-style-type: none"> • Cold Task (blue paper strip) is stuck in at the beginning of the unit, including target (use TAF language or toolkit language) • Feedback grid used after each extended write to inform planning and teaching groups) See Appendix D • Unit of learning follows the Talk for Writing scheme including imitation stage, innovation stage and builds up to the invention stage Hot Task (three weeks per unit). <i>See Flowchart.</i> • Sequence of lessons within each unit shows clear progression. • Green VF used to indicate where 1:1 editing or GT group work has taken place to move learning forward. • Feedback to be addressed by children in blue pen. • A minimum of two skill lessons are taught per week. In skill lessons, children must apply taught skill within a sentence or paragraph and within the extended piece of writing at the end of the week. • Spelling and punctuation errors are identified in the margins for children to identify and correct. Spelling x 3 for all CEW or focus words. • All work is acknowledged with a pink tick and initials. • Hot Task (yellow paper strip) is stuck in at the end of the unit. Teacher identifies whether targets have been met. 	<ul style="list-style-type: none"> • 'S' in pink to show work has been supported by an adult. • 'GT' in pink to show work was completed within a guided teaching group. • Child's Hot Task is assessed against TAF statements on Sonar.
Maths	<ul style="list-style-type: none"> • Cold Task assessment from previous year group (of the same topic if taught) printed on blue paper is completed at the beginning of the unit. • Unit of learning follows the White Rose scheme. • Sequence of lessons within each unit shows clear progression. • Page and question numbers from the White Rose booklets referenced below learning objective – if applicable. • Feedback to be addressed by children in blue pen. • All work is acknowledged with a pink tick and initials. • Hot Task assessment (printed on yellow paper) is completed at the end of the unit. 	<ul style="list-style-type: none"> • Answers are provided for every lesson. • Correct answers are marked with a pink tick. Incorrect answers are marked with a green dot. • 'S' in pink to show work has been supported by an adult. • 'GT' in pink to show work was completed within a guided teaching group. • 'PT' to show if child was involved in a pre-teach prior to the lesson. • Child's Hot Task is assessed against Target Tracker.
Science	<ul style="list-style-type: none"> • Title Page with Key Takeaway Vocabulary is at the beginning of the booklet. • Mind map or concept cartoons are used as a Cold Task. The mind map gives children the opportunity to share their understanding of the Key Takeaway Vocabulary. The 'Other information I know' box can also be used to share prior learning/knowledge. • Pre-teaches are used to support learning throughout unit. 	<ul style="list-style-type: none"> • All work is acknowledged. • Feedback is provided (when needed) through questions to move the learning on or address

	<ul style="list-style-type: none"> • Learning objectives are 'working scientifically' objectives. • Scaffolded tasks are used for each lesson. • Series of scaffolded lessons show progression and build up to a final piece of work. • Challenge tasks are used as appropriate. • Two hot tasks to be completed at the end of each unit • The Focussed Assessment Task will assess the WS objectives to inform TT judgements. The date and learning objective for this task is printed on yellow paper and stuck into books. • The Big Question hot task will assess understanding of the knowledge elements within the unit. The date and big question for this task is printed on yellow paper and stuck into books. • Both hot tasks to be marked as normal. 	<p>misconceptions, if appropriate.</p> <ul style="list-style-type: none"> • Child's work is assessed against Target Tracker. • On the bottom of the Focused Assessment task lesson plan, it specifically outlines what children need to do to be working towards, meeting and exceeding that objective. Use this assessment to update Target Tracker (Knowledge and Working Scientifically statements.) • For St Mary's additional units, lesson breakdown document is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
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Appendix B

Expectations in Foundation Subjects

Subject	What we expect to see in books / Feedback & marking	Assessment
RE	<ul style="list-style-type: none"> Title Page with Key Takeaway Vocabulary is at the beginning of the booklet. Mind map is used as a Cold Task where children get the opportunity to share their understanding of the Key Takeaway Vocabulary. The 'Other information I know' box can also be used to share prior learning/knowledge. Pre-teaches are used to support learning throughout unit. Scaffolded tasks are used for each lesson. Series of scaffolded lessons show progression and build up to a final piece of work. Children are given the opportunity to write a reflection at the end of each lesson (as appropriate) linked to learning <i>from</i> and <i>about</i> the religion. Challenge tasks are used as appropriate. Final piece of work answers the unit 'Big Question' (equivalent to Hot Task). The 'Big Question' is highlighted in yellow. 	<ul style="list-style-type: none"> All work is acknowledged. Feedback is provided through questions to move the learning on, if appropriate. A Next Step is not needed on final piece of work unless it will be revisited. Unit overview document from the scheme is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
History / Geography	<ul style="list-style-type: none"> Title Page with Key Takeaway Vocabulary is at the beginning of the booklet. Mind map is used as a Cold Task where children get the opportunity to share their understanding of the Key Takeaway Vocabulary. The 'Other information I know' box can also be used to share prior learning/knowledge. Pre-teaches to support learning throughout unit. Scaffolded tasks are used for each lesson. Series of scaffolded lessons show progression and build up to a final piece of work. Challenge tasks are used as appropriate. Final piece of work answers the unit 'Big Question' (equivalent to Hot Task). The 'Big Question' is highlighted in yellow. 	<ul style="list-style-type: none"> All work is acknowledged. Feedback is provided through questions to move the learning on, if appropriate. A Next Step is not needed on final piece of work unless it will be revisited. Lesson breakdown document is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
Art	<ul style="list-style-type: none"> Title Page with Key Takeaway Vocabulary is at the beginning of the booklet. Mind map is used as a Cold Task where children get the opportunity to share their understanding of the Key Takeaway Vocabulary. Pre-teaches to support learning throughout unit. Scaffolded tasks are used for each lesson. Series of lessons follow the structure of the following stages (please note these are <i>stages</i> not <i>lessons</i>): <ol style="list-style-type: none"> Investigate artist Experiment with techniques progressing skills (this would be more than one lesson) Create final art piece Respond to big question in a reflection piece. Challenge tasks are used as appropriate. 	<ul style="list-style-type: none"> All work is acknowledged. Feedback is provided through questions to move the learning on, if appropriate. A Next Step is not needed on final piece of work unless it will be revisited. Lesson breakdown document is annotated by class teacher to identify children who did not meet key

	<ul style="list-style-type: none"> Final piece of art work is inspired by the artist and includes a reflection to answer the big question (equivalent to Hot Task). The 'Big Question' is highlighted in yellow. 	takeaways/to identify gifted pupils.
D & T	<ul style="list-style-type: none"> Title Page with Key Takeaway Vocabulary is at the beginning of the booklet. Objectives are outlined for unit. Mind map is used as a Cold Task. Pre-teaches to support learning throughout unit. Scaffolded tasks are used for each lesson. Series of lessons follow the structure of the following stages (please note these are <i>stages</i> not <i>lessons</i>): <ul style="list-style-type: none"> 1 – Investigate and evaluate 2 – Focused Tasks 3 – Design and make 4 – Evaluate Challenge tasks are used as appropriate. De bono hats are included throughout the booklet. A photo of the final piece of DT project is stuck into the booklet as the Hot Task. 	<ul style="list-style-type: none"> All work is acknowledged. Feedback is provided through questions to move the learning on, if appropriate. A Next Step is not needed on final piece of work unless it will be revisited. Lesson breakdown document is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
Computing	<ul style="list-style-type: none"> Units follow 'Teach Computing'. Work is uploaded to Google Classrooms and shows the progression of learning throughout each unit. For lessons without work uploaded, where appropriate, children record a reflection on their learning for that lesson. 	<ul style="list-style-type: none"> Feedback is provided through questions to move the learning on, if appropriate. All units must have one piece of feedback. Lesson breakdown document is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
PSHE	<ul style="list-style-type: none"> Title Page with Key Takeaway Vocabulary is put in folder at the beginning of each unit. Relevant activity sheets are used for each unit. Start and end of unit reflection page is completed to show development of understanding from the unit. 	<ul style="list-style-type: none"> All work is acknowledged. Feedback is provided through questions to move the learning on, if appropriate. Lesson breakdown document is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
MFL	<ul style="list-style-type: none"> Language Angels scheme is followed. Most of the children's MFL learning is practical and focuses on language acquisition. Where writing activities have taken place, children stick these in their MFL books. 	<ul style="list-style-type: none"> Feedback is provided through questions to move the learning on, if appropriate. Any work in folders is acknowledged.
Music	<ul style="list-style-type: none"> Surrey Arts 'Charanga' programme is followed in addition to some external teaching from Surrey Arts. Most of the children's learning is practical. 	<ul style="list-style-type: none"> Feedback is provided through questions to

		<p>move the learning on, if appropriate.</p> <ul style="list-style-type: none">• Lesson breakdown document is annotated by class teacher to identify children who did not meet key takeaways/to identify gifted pupils.
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Appendix C

St Mary's Written Work Presentation Expectations - KS2

My page will include:

A B C D E a b c d e
 F G H I J K f g h i j k
 L M N O P l m n o p
 Q R S T U q r s t u
 V W X Y Z v w x y z

Full date and learning objective underlined with a ruler.

Neat, joined handwriting on the line.

Tuesday 8th 1st March 2022
I can use the perfect form of verbs to mark relationship of time and cause.

Space used wisely and no unnecessary doodles.

Sheets stuck in with no floppy edges.

17. Underline the verb form that is in the present perfect in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

Black pen or pencil for writing. Blue pen for editing or responding to marking. Any drawing in pencil.

Dear Diary,

As a result of recent events, I am currently residing in Holloway prison. Whilst it was inevitable that this would happen, I hadn't prepared myself for the overwhelming sense of disappointment I have felt for letting my fellow inmates down. guilt

Ruler to cross out mistakes.

My time here has been allowed ~~to~~ allowing me to reflect upon the future ~~the~~ suggarats and understanding the errors in our ways. It was never our intention, in what was supposed to be a harmless protest, to have set fire to buildings and damage to properties. Between you and I, I fear we may ~~have~~ lost control. I'm hoping the other women are learning from my imprisonment, and will not make the same mistakes. along this way.

Writing from the margin.

However, we must continue our journey. It is still our duty to abolish the corrupt, and end ~~with~~ Eventually, they going to have no option but to listen to the Suggarats. Deeds Not Words.

independent editing (C)

St Mary's Math Book Presentation Expectations - KS2

My page will include:

Stick in sheets straight with no floppy edges



Write up a survey of 10 people to see how many were left-handed.
Liam says:
"The results show that exactly 10% of the people in the survey are left-handed."
Explain why Liam cannot be correct.

Liam is wrong because 10% of 10 = 1 and you can't have half a child and you would have to have a whole child.

Record answers in books next to stuck in task

Adam says:
0.25 is smaller than $\frac{1}{5}$



Adam is correct because 0.25 is $\frac{25}{100}$ and $\frac{1}{5}$ is equal to $\frac{20}{100}$. 1 is the same as $\frac{4}{4}$ so $\frac{25}{100}$ is smaller than $\frac{20}{100}$.

Short date and learning objective underlined with a ruler

9.3.22 PG.60 0.4-6

I can read and use equivalence between simple fractions, decimals and percentages.

Use space wisely

4) 0.6 51%
 $\frac{3}{5}$

1 digit per square

0.6 0.5 ~~444~~

Use a ruler to cross out mistakes neatly

Number questions using digit and (eg. 7)

could work because 0.7 is before it and 0.5 is it so anything inbetween could work. 0.6 = 60% is inbetween 0.7 (70%) and 0.5 (50%). 51% also works because its inbetween 70% and 50%.

Use a ruler for formal written methods

No doodles outside of lesson objective

works too because it is $\frac{60}{100}$ converted it is 60% because $100 = 100\%$ and 60 of 1

Pencil for notes, blue pen for corrections

St Mary's Math Book Presentation Expectations - KSI



My page will include:

Short date and learning objective underlined with a ruler.

Stick in sheets straight with no floppy edges.

Record answers in books next to stuck in task.

20/6/2022
I can find, name and write fractions of a length, shape, set of objects or amount including 1/2, 1/4, 3/4, and 3/5.

Using the table below, show your bar model and then give your answer.

Problem	Bar model	Answer
$\frac{1}{2}$ of 20		10 ✓
$\frac{1}{4}$ of 20		5 ✓
$\frac{3}{4}$ of 20 = 15		15 ✓
$\frac{1}{2}$ of 16		8 ✓
$\frac{1}{4}$ of 16		4 ✓
$\frac{3}{4}$ of 16 = 8		8 ✓
$\frac{3}{4}$ of 16 = 12		12 ✓
$\frac{1}{3}$ of 24		12 ✓
$\frac{1}{2}$ of 24 ✓		12 ✓
$\frac{1}{4}$ of 24 ✓		6 ✓

20/6/22
I can write simple fractions plus and use 1/2 of 5, 1/2 and 2/5, 1/3
We used Cassiere Rule to explore equivalent fractions.

No doodles outside of lesson objective.

Use a ruler to cross out mistakes neatly.

Use space wisely.

Pencil for notes, blue pen for corrections.

Appendix D: feedback grid example

<p><u>General notes</u></p> <p><u>Purpose/ Flair -- what is missing? Check toolkit</u></p> <p><u>1:1 editing needed</u></p> <p><u>GT_group (plus focus)</u></p>	<p><u>Common spelling errors</u></p> <p><u>Star work to share under visualiser</u></p>
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