

Marking and Feedback Policy

Committee Name:	Standards and Achievement Committee
Date of Approval:	December 2025
Validity Date:	January 2028
Person responsible:	Head Teacher

‘Together we live and grow in the love of Jesus Christ.’

1. Introduction.

At St. Saviour’s CE Primary School, we recognise that pupils need marking and feedback during their lessons in order to improve and make progress in their learning. Marking and feedback is a vital form of communication between the child and the adult, enabling children to become active and reflective learners. ‘Providing feedback has a high impact on learning outcomes’, (E.E.F, 2021).

Marking can also help adults make judgements, (and informal assessments) on children’s learning and therefore inform purposeful, future planning. All members of staff are expected to be familiar with the policy and to apply it consistently.

United Nations Conventions of the Rights of the Child, (U.N.C.R.C) Linked Articles.

 <p>28 ACCESS TO EDUCATION</p>	<p>Every child has the right to an education.</p>	 <p>29 AIMS OF EDUCATION</p>	<p>Education should be directed to developing the child's personality, talents, and mental and physical abilities to their fullest potential.</p>
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2. Aims.

- to be clear, purposeful, meaningful to the children.
- to be linked with pupils’ understanding and prior knowledge.
- to assist children to comprehend, engage and to help them develop strategies for them to make progress.
- to be linked with the expectation of the National Curriculum - lesson success criteria and pupil outcomes.
- to occur as the pupils are undertaking their learning – ‘live marking’.
- to engage and value pupils in constructive feedback through meaningful dialogue to improve learning.

2.1 Marking Practices.

- Work that has been completed correctly, (mostly linked to the success criteria and lesson outcomes) will be highlighted yellow (**Star Yellow**).
- Work requiring development/improvement or that is incorrect, will be highlighted pink (**Think Pink**).
- Adults are to use their own judgement for how many times they use each colour in a child’s book during a lesson, however the communication is to be mostly positive and to be constructive.
- When writing comments in children’s books, all adults will use black pen. (Children write in pencil or in blue pen)

2.2 Types of Marking.

- **Verbal feedback:** this should be taking place throughout lessons between adults and pupils. This does not need to be written in books, except where pupils’ responses are difficult to read.
- **Highlight marking:** this should be taking place throughout lessons, (live marking) between adults and pupils. Star Yellow and Think Pink will be used for this marking.

- **Written feedback:** adults may want to write a question, or make their own correction, improvement or **specific**, constructive comment, (not ‘good’, or ‘well done’, etc), related to a child’s piece of work – using a black pen.

3. The Role of the Children.

The children’s role in marking and feedback is to think carefully about the work that they have undertaken and to consider improvements/corrections - usually identified by an adult.

3.1 Self/Peer Marking and Editing.

- Children will complete their work in pencil, (or blue ink if agreed by the adults in the class).
- Children will edit/improve/correct work by putting a line through an error and writing their response in pencil or blue pen nearby – this might be instigated by Think Pink or by verbal or written feedback.
- Pencils or blue pens can be used by children for self/peer marking, (usually directed by the adults in the class using the success criteria) and for editing.

4. Expectations.

4.1 In class for the adults.

- The work is marked in the lesson (live marking) by the adults – using highlighters, (and black pen if making a comment).
- It is not expected that every single question or item is marked within children’s books during a lesson.
- It is expected that, (on average) a child’s book is marked every other lesson in English and Maths and in the majority of lessons in all other subjects.
- Learning walls will have elements on them to support the children with the focus of their work, such as vocabulary and stem sentences.

4.2 Interventions and SEN.

- Work completed during Interventions is to be completed in the back of a child’s English or Maths book, unless the intervention time is responding to marking a piece of work which the child has completed.
- For some SEN children, the Star Yellow or Think Pink colours may not be an accessible colour for a child, so this may require discussing with the SENCo.

5. Early Years Foundation Stage (EYFS).

- Feedback predominately consists of verbal feedback with the children about their play and work.
- Regular observations will be recorded on Tapestry for all children - to document their successes, experiences, work and learning through play.
- ‘Wow Moments’ will also be used as a way of communicating positive achievements to the children. (See the E.Y. Policy for more detail).
- Comments and observations should be positive, (‘wow moments’) and highlight the pupils’ achievements.
- There will be no next steps - in alignment with the EYFS framework’s stance on assessment.
- Nursery & Reception - during a child’s focus week they will have additional observations of their play and learning, (and for Reception, including a phonics observation and a maths observation).

6. Homework

- When written feedback will not be given for homework. Feedback may take the form of a test, or a presentation in class.

7. Monitoring and Review

- SLT and Subject Leaders will review examples of pupil’s work within their subject areas through book looks and lesson observations to ensure consistent standards.
- This Policy is shared with all Staff and Governors and will be regularly reviewed by the Standards and Achievement Committee.