# SS Peter & Paul Catholic Primary School

# Policy on Marking and Feedback

Policy Written & Agreed: _____

Ratified by Full Governing Body: September 2025

To be reviewed: September 2026

# SS Peter & Paul
# Whole School Policy on Marking and Feedback

This marking and feedback policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Assessment Co-ordinator and Senior Leadership Team.

At SS Peter & Paul Catholic Primary School we take a professional approach to the tasks of marking pupils work and giving feedback on it. There will be some variation in the form of written feedback given, taking into account the age of the children. However, we agree that all children are entitled to regular and appropriate feedback on their learning; therefore, all teachers will mark and give feedback as an essential part of the assessment process.

As a Catholic school, we believe all are created in the image and likeness of God and should be treated as equals in the eyes of God.

**1.1 – Aims of our Marking & Feedback**

At SS Peter & Paul, we mark children's work and give feedback in order to:

- show that we value their work and encourage them to do the same
- give children a clear understanding of where they are in their learning
- give specific information related to the learning objective and/or their individual targets
- raise self-esteem through the use of praise and encouragement
- provide information on ways the work could be improved and/or next steps in their learning
- promote self-assessment where children recognise and reflect upon their difficulties
- gauge understanding and identify misconceptions that will inform our future planning

**2.1 – Features of effective Marking & Feedback**

The process of marking and offering feedback should be a positive one for both pupil and teacher. In order for the process to be effective and beneficial to both pupils and teachers, it must:

- be simple and easily understood
- be accessible to the age and stage of the child
- be focused on the learning objective and/or the pupils' individual targets
- affirm what pupils are doing right by highlighting successes
- stimulate the correction of errors or improvement of a piece of work
- inform pupils of their next steps
- provide opportunities for pupils to think things through for themselves
- offer pupils the opportunity to respond; engaging the child in their own learning

**3.1 – Different types of Marking & Feedback**

Where possible, marking and feedback should involve the child directly. It can be given in the form of:

- oral, immediate feedback (during the lesson)
- pupil self & peer assessment against clear learning objectives and/or success criteria (throughout and/or at end of lesson)
- written feedback (completed before the next lesson in that subject)

### 3.2 – Oral/Verbal feedback and Discussion

Pupils have the opportunity to correct any mistakes immediately when oral feedback is given during the lesson. It can also lead to the child being moved onto the next steps of learning if they are successful at the given task. This is an effective use of Assessment for Learning strategies by the teacher and teaching assistant.

Often the best feedback is immediate, through discussion with an individual child, group of children or whole class. Where oral/verbal feedback has taken place the following code should be used as evidence in the child's book:

- **V – Verbal Feedback**

### 3.3 – Self & Peer Assessment for Children

Self & Peer evaluation are only effective when the child understands what they are evaluating against; i.e. they understand the Learning Objective and Success Criteria (Steps to Success). At SS Peter & Paul we use a **GREEN** pen system for self & peer assessment. Children use **GREEN** pen to:

- self-mark
- peer-mark (This should be initialled by the child to evidence peer assessment has taken place)
- identify an improvement (Editing or correcting their work)
- give feedback or pose questions to a peer

### Teacher Assessment

We expect teachers to complete as much continual teacher assessment and immediate feedback as possible during the lesson to ensure progress, moving the learning forward for as many pupils as possible using highlighters and the following code:

- **GREEN** for **GREAT** — Highlights the things the children have done particularly well
- **PINK** for **THINK** — Highlights the things the children need to change or improve to be successful

Feedback is most effective when it is completed with the child during the lesson while the learning is taking place. Teachers should complete as much marking and feedback as you can during the lesson, with the children.

### Live Marking & Feedback

At SS Peter & Paul we aim to complete as much immediate marking and give as much immediate feedback as possible to individual pupils within the lesson so that children know how successful they're being and then any errors can be addressed straight away. This will also cut down on the amount of marking that takes place after the lesson, saving teachers time and increasing the effectiveness of the marking and feedback process.

### 3.4 – A simple model for written feedback for Teachers

It is important that giving feedback is simple, manageable and consistently applied in all classes. What matters is that marking and feedback have a positive impact on learning and the rate of pupil progress. Teachers use **RED** pen.

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|---|---|
| ✔ | Use the **'tick'** to identify successes in the child's work against the learning objective and shared success criteria. Look for areas where the child has done well.<br>If possible, explain what specifically they have done well. Teachers will always use **RED** pen for the 'tick'. |
| • | Use the **'small dot'** or **'Pink for Think'** to indicate to the child that something is incorrect or wrong. Do not use a cross as this symbol may affect a child's self-esteem if they continually make errors in their work. Teachers will always use **RED** pen for the 'small dot'. Professional judgement must be used when deciding if these errors need to be corrected. |
| **GREEN** for **GREAT**<br><br>**PINK** for **THINK** | Use the **'Green for Great'** highlighter to identify what has been successful and the **'Pink for Think'** highlighter to identify where they've been less successful and give some kind of improvement point. This must require the child to complete something to improve their work rather than 'remember to'. Use 'Close the gap' comments/actions/ prompts/ questions. Teachers will always use **RED** pen. |
| **TA** | Use the **'TA'** symbol to show that the child has not completed the learning independently and has had support from a teacher or teaching assistant. The 'TA' stands for 'Teacher Assisted'. Teachers will always use **RED** pen for the 'TA' or an appropriate stamp. |
| **Sp** | Underline in **'Pink for Think'** to show that a word is spelt incorrectly. Staff will use professional judgement to decide how many spelling mistakes to correct in a piece of work but should always correct High Frequency Words. Teachers will always use **RED** pen for the corrected spelling example and the word should be corrected by the child using **GREEN** pen. |
| **V** | This is used when verbal feedback has been given. |
| **CH** | This is used when a close the gap or challenge question has been set. |
| **Hp** | This is used to award a house point when a child has completed a good piece of work. |

### 4.1 – Feedback as a two-way process

Children at SS Peter & Paul will respond to their feedback points and, if required, act upon them using the **GREEN** pen. The targeted feedback must require the child to do something to improve their work and time will be allocated accordingly. Teachers will mark close the gap or challenge questions when they have been completed.

### 5.1 – General Information

It is important that this marking and feedback policy is applied consistently across the school and across the curriculum to ensure that we give our children every opportunity to make rapid and sustained progress. Evidence must be visible in the children's books which the Senior Leadership Team will be looking for during book scrutiny.

### 5.2 – Supply Staff

This marking and feedback policy will be displayed in every classroom and it will be explained to all supply staff when they are working in our school. Should any supply teacher not mark a child's work, staff will simply write **'ST'** at the bottom of the piece of work and inform the Head Teacher or Deputy Head Teacher.

# APPENDIX 1

## Ofsted Criteria for effective Marking & Feedback evidence in books

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| Outstanding | **All books show;**<br>• clear Learning Intentions and appropriate Success Criteria as appropriate;<br>• sufficient amount of recording appropriate to the child's age and ability;<br>• clear progression in all children's learning; effective models and images in books;<br>• clear differentiation including challenge for the more able and scaffolds provided to support less able pupils and EAL pupils;<br>• all work has been marked following the school's Marking & Feedback Policy with clear next steps as appropriate;<br>• children respond to marking by making improvements to their work and there may be a dialogue with the teacher and / or self-checking of targets / Remember Points;<br>• where TAs are involved in marking, this is informative for the child and teacher;<br>• evidence that targets are being regularly checked and that pupils are achieving their targets;<br>• prompts and links to targets often included in the marking;<br>• children's vocabulary is being developed; high expectations in work produced and presentation expected; children have a sense of pride and enjoyment in their work as evidenced by the care they have taken / their own comments.<br><br>Work in books shows that there is consistently good or outstanding planning and teaching and hence the children are making very good progress.<br>**OFSTED – 'Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality.'** |
| Good | **Books show;**<br>• clear Learning Intentions with appropriate Success Criteria as appropriate;<br>• sufficient amount of recording appropriate to the child's age and ability;<br>• clear progression in children's learning;<br>• clear differentiation with scaffolds provided to support less able pupils and EAL pupils;<br>• all work has been marked following the school's Marking & Feedback Policy with clear next steps as appropriate; evidence that pupils are achieving their targets;<br>• evidence that targets are being regularly checked and that pupils are achieving their targets;<br>• where TAs are involved in marking, this is informative for the child and teacher;<br>• prompts and links to targets may be included in the marking; children's vocabulary is being developed;<br>• high expectations in work produced and presentation expected.<br><br>Work in books shows that there is clearly good planning and teaching and hence the children are making good progress.<br>**OFSTED – 'Pupils are provided with detailed feedback, both orally and through marking.'** |
| Requires Improvement | **Books are inconsistent but with some books showing;**<br>• clear Learning Intentions with appropriate Success Criteria (Remember Points);<br>• sufficient amount of recording appropriate to the child's age and ability;<br>• clear progression in children's learning;<br>• clear differentiation with scaffolds provided to support less able pupils and EAL pupils;<br>• work has been marked following the school's Marking & Feedback Policy with clear next steps as appropriate;<br>• evidence that pupils are achieving their targets;<br>• high expectations in work produced and presentation expected.<br><br>Books require improvement because they are not good overall.<br>**OFSTED – 'Pupils are informed about their progress and how to improve through marking and dialogue with adults.'** |
| Inadequate | **Books show some or most of the following;**<br>• unclear Learning Intentions with ineffective Success Criteria (Remember Points);<br>• insufficient amounts of recording appropriate to the child's age and ability;<br>• unclear progression in children's learning;<br>• unclear differentiation with scaffolds provided to support less able pupils and EAL pupils;<br>• work has been left unmarked not following the school's Marking & Feedback Policy with no next steps;<br>• insufficient evidence that pupils are achieving curricular targets;<br>• low expectations in work produced and presentation expected.<br><br>As a result, children's progress is impeded and they are not able to take pride in their work.<br>**OFSTED – 'Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.'** |

# APPENDIX 2

**Marking & Feedback Code for display**

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| ✔ | Use the **'tick'** to identify successes in the child's work against the learning objective and shared success criteria. Look for areas where the child has done well.<br>If possible, explain what specifically they have done well. Teachers will always use **RED** pen for the 'tick'. |
| ● | Use the **'small dot'** or **'Pink for Think'** to indicate to the child that something is incorrect or wrong. Do not use a cross as this symbol may affect a child's self-esteem if they continually make errors in their work. Teachers will always use **RED** pen for the 'small dot'. Professional judgement must be used when deciding if these errors need to be corrected. |
| **GREEN** for **GREAT**<br>**PINK** for **THINK** | Use the **'Green for Great'** highlighter to identify what has been successful and the **'Pink for Think'** highlighter to identify where they've been less successful and give some kind of improvement point. This must require the child to complete something to improve their work rather than 'remember to'. Use 'Close the gap' comments/actions/ prompts/ questions. Teachers will always use **RED** pen. |
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| **V** | This is used when verbal feedback has been given. |
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| **Hp** | This is used as a symbol for a house point when a child has completed a good piece of work. |

# APPENDIX 3

Peer Marking Partnership Agreement

## Our Agreement
**on**
## Peer Marking Partnerships

When we become peer marking partners, we agree to:

***Respect*** our partner's work because they have done their best and so their work should be valued.

Try to see how they have tackled the ***learning objective*** and only try to improve things that are to do with the learning objective.

Tell our partner the ***good things*** we see in their work.

***Listen*** to our partners advice because we are trying to help each other do better in our work.

Look for a way to ***help*** our partner achieve the learning objective with more success.

Try to make our suggestions as ***clear*** as possible.

Try to make our suggestions ***positive***.

Get our partners to ***talk*** about what they tried to achieve in their work.

***Be fair*** to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Signed _____ Date _____

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