



# *St Bernadette's Catholic Primary School*

## Feedback & Marking Policy

### Overview

At St Bernadette's we believe that specific and quality feedback, given at the point of learning, is most effective in helping children to learn. We believe that feedback and marking **MUST** be consistent across all subjects; that it must be manageable and motivate our children to learn more.

The Mission at St Bernadette's Catholic Primary School is...

*'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'*

Therefore, the development and implementation of our Feedback and Marking policy must enable us to achieve our mission and provide the best possible learning environment for the children in our care.

### **Rationale**

We believe that responsive teaching which includes written and verbal feedback to pupils' about their learning is a vital aspect of the teaching sequence. The strategies below are instrumental in raising achievement and attainment.

The primary purpose of assessment for learning within and after a lesson is to assess the depth of learning that has taken place, to identify misconceptions and to inform future teaching and learning.

### **Intent**

#### **Our formative assessment of children's learning should:**

- Enable children to make the best possible progress in all areas of learning.
- Feedback is given in a timely, positive, constructive and dignified manner and considers the uniqueness of every individual.
- Provides accessible feedback to the child in order for them to take the next steps in their learning and highlights areas for development, improvement and correction.
- Informs future planning of lessons.
- Enables the teacher to record progress related to learning objectives.
- Time will be given for children to respond to feedback.

## Implementation

- Be manageable for both the child and the teacher.
- Be relevant.
- Use **pink** and **green** pens only.
  - **pink pen for positive feedback – something has been done well or is the reason for achieving the learning objective.**
  - **green pen to indicate where misconceptions have been corrected or where developmental feedback has been given.**
- Where marking is completed after the lesson:
  - **Pink should be used to inform the child what they have done well.**
  - **Green to show what they need to do to improve.**

## Verbal feedback:

- We believe that verbal feedback given during the learning is incredibly powerful.
- It can be used at different points within the lesson.
- Can be for the whole class, for a group or an individual.
- If verbal feedback is delivered, it must be indicated with VF and a small note to indicate reason for the VF. **Green pen** should be used to indicate growth.

## Marking Guidelines

**In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which feedback method will have the most effective impact on learning and progress for each piece of work set.**

- Feedback and marking will refer directly to the learning objective.
- Learning objectives must be short and concise, relating only to the intended learning and not the task. Learning objectives can be hand written or printed.
- If the learning objective has been achieved the learning objective will be ticked **pink**.
- If the learning objective has not been met the learning objective is left blank and worked ticked in **green** at the end of the work to acknowledge a child's effort.
- Written feedback may be given but should be short. In Key Stage One, where possible work is marked in real time alongside the child.
- When TAs give verbal feedback in a lesson, they should use TA & VF with a word to describe what the feedback was for.

### **Codes to be used in written feedback across the curriculum: -**

- ^ = insert a good word, phrase or clause.
- P= punctuation missing or error – you find it and change it.
- SP and a word is circled = spelling that needs correcting using **knowledge organiser, working wall or** a dictionary.

### **Self-marking/editing/peer assessment**

- Children will edit and mark their work using a '**purple polishing pen**'.
- Response partners may be used to discuss improvements to work and then the individual chooses whether to include them.
- Guidelines should be given to children before commencing on editing.

## Subject specific Marking:

### English

- **In Key Stage One**, foundational skills such as capital letters and full stops are always 'greened' if missing. Where learning objectives are achieved, evidence of this can be underlined in pink or the learning objective can be ticked in pink. Key stage One have this option because they predominantly mark in real time alongside the child.
- **In Key Stage Two**, marking in English is **pink** ticks of the learning objective when it is achieved. Where the learning objective has not been met, a **green** tick must be used at the end of the work to acknowledge a child's effort.
- Comments if appropriate and necessary, these will be pink or green dependent on the nature of the comment given.
- Any misconceptions/corrections must be addressed before they begin the next piece of work if it is going to impact on the learning about to take place.
- Non-negotiables in writing, in most cases, must be adhered to, and must be corrected in independent writing. This is unless, the non-negotiables have been adapted to meet the needs of a learner with additional needs.

### Marking code in English

- ^ = insert a good word, phrase or clause.
- P= punctuation missing or error – you find it and change it.
- SP and a word is circled = spelling that needs correcting using a dictionary, the working wall or a word bank
- I is used to demarcate where writing is independent.

### Mathematics

- Marking in Mathematics is pink ticks to show the learning objective has been achieved.
- Green marks will identify errors and misconceptions.
- Comments may be used if appropriate and necessary **with time given for children to respond**.
- Any misconceptions/corrections must be addressed before they begin the next piece of work.
- Self and peer marking will also be used to mark work in a maths and is a rich source for developing maths talk.

### Geography, History, Science, Music and R.E.

- The learning objective of the lesson **is the** focus of marking and should be ticked or not in regard to the learning that has taken place
- Spelling mistakes for key vocabulary must be highlighted and corrected in all subjects using the code SP and indicated with a circle and in green ink.
- Purple pens can be used to edit and self-correct.

### Art / D.T

- Feed back in Art and DT is instant.
- Peer and self-evaluation may also take place.

### Computing

- Purple Mash stores children's work and provides opportunity for both self and teacher assessment.

### Music

- Verbal feedback for practical work undertaken is given at the point of learning.

## **P.E.**

- Verbal feedback is given at the point of learning and children are assessed using the P.E. App.

## **Monitoring & Evaluation of this policy**

- Subject leader and SLT scrutiny.
- Pupil questionnaires and discussions
- Staff discussion.
- Outcomes from monitoring
- Teaching and Learning policy maintains high standards of progress and presentation of written work.
- Reviewed every 2 years or when evidence indicates a review is necessary.

Updated May 2026

Review May 2028