

St Mary's CE First Academy



Working together to put every child first.



Marking & Feedback policy

This policy must be:

- Consistently applied by all staff
- Manageable
- Productive in its outcomes

The Nature of Feedback:

- Comments may be oral or written; formal or informal.
- Comments may be given on an individual, group or class basis.

Non-negotiables for effective marking

For pupils, feedback in books demonstrates that as teachers we are interested in and value their effort. It enables us to praise and confirm achievement against learning objectives and/or success criteria or to identify areas to improve.

Therefore, all marking must be:

- Written in **green pen**
- All written feedback must be in a clear, legible hand.
- In line with the agreed marking codes (see appendix 1)
- Demonstrating a mix of live and post lesson assessment from both children and adults
- Built upon pupil/teacher dialogue through verbal feedback, GAP tasks, pupil self-assessment to be carried out in **purple pen**.

Effective feedback should include aspects of the following:

Live Feedback/marking

The most effective feedback is provided live, whilst learning is taking place. Teachers and support staff, where applicable, will circulate guided groups/classrooms and complete live marking using green pen. This could be in the form of verbal (VF) or written feedback. Within a lesson at least two table groups should have quality live marking from an adult. Pupils are expected to respond to these annotations immediately, during the lesson using **purple pen**.

Teachers and support staff will model examples to individual pupils during the lesson in pupil's books. These will also be written in green pen. Effective examples of adult modelling include obvious participation of the pupil for example completing calculations or adding punctuation to a sentence, or identifying particular aspects of writing. This may follow the development of "my turn, your turn".

Live marking will be evident in all pupil exercise books where deemed appropriate.

Verbal feedback

Verbal feedback should be marked with the letters VF in a small speech bubble followed by a brief description of the conversation had either written in green pen by the adult or purple pen by the pupil. This may be in the form of a worked calculation for maths.

e.g. VF  adventurous adjectives/ Evidence of correction will be in purple pen from the pupil.

Self/peer marking

Pupils will use a purple pen to self and peer mark work. Over time, this will be evident in all pupils' exercise books. Adults must check peer marking to ensure it is accurate.

At the end of each lesson pupils will self-assess their learning against the success criteria and complete the self-reflection faces.



Check and change time

Part way through of the majority of writing lessons (including Science, Topic and RE) allow 2 minutes for children to check written work and make changes as required. Check and change slides show children 'must have' for written work.

Post Lesson Marking

Teacher feedback

In green pen teachers and teaching assistants will use the set marking codes to show achievement and help pupils to develop their knowledge and understanding. At the end of the piece, teachers and teaching assistants may comment on progress, learning and/or attainment or respond to pupil's self-reflection. One ability group (not live marked) should have a written comment from the teacher each day.

Challenge tasks

Teachers and/or teaching assistants will regularly set challenge tasks to either support or stretch learning. Pupils will complete these before the next lesson begins to enable learning gaps to be filled before moving onto further concepts.

Personal achievement

Teachers and teaching assistants will decorate pupil work that has outstanding achievement for the individual pupil, giving a 'wow' moment.

Celebrating Success

Good work should be celebrated. Staff should choose the appropriate means – which may include: positive points on class charts and Class Dojo, subject stickers or merit stickers for work which is 'above and beyond' a child's normal work. Children whose work is exemplary can be sent to Head of School / Executive Principal to go in the academy celebration book and will be displayed on the celebration wall or may be awarded Star of the Week.

Marking expectations for additional adults

Cover supervisors

To ensure that a normal routine is maintained when a class teacher is away, cover supervisors will be expected to follow the same 'end of lesson' assessment procedures in the classroom. They will ask pupils to self-assess themselves in the usual manner (WWW, EBI & LO) whilst ensuring that COVER has been written in a circle at the top of the page by the pupils at the beginning of the lesson.

Live marking should be encouraged but this will be very much dependant on the type of cover being left and is the responsibility of the class teacher to provide suitable guidance / answers to allow this to happen.

Supply cover

To ensure pupils continue to make progress when their regular class teacher is away we expect supply teachers to mark and assess learning.

Supply teachers are expected to;

- 1) Show achievement linked to the LO
- 2) Identify independence level of pupils
- 3) Live mark
- 4) Comment on effort
- 5) Write SUPPLY in a circle followed by their initials

If the supply cover is for more than two consecutive lessons, then they should also provide relevant Gap Tasks and support pupils where necessary with WWW/EBI statements.

Student teachers/Work Experience/Apprentices

Adults who are training must be supervised by their allocated class teacher. This marking will be included in monitoring but SLT/FLT will take the stage of the student into consideration when giving feedback. Students should write the word 'student' at the end of each lesson they teach in green pen.

Moderation

Reliable sources of evidence are used to make judgements about the standards of pupils' work:-

- 1) Pupils' work is moderated both within school and against work completed by pupils in other, local First and Middle Academies as well as the CoP
- 2) Work is moderated by LA moderators

Reviewing the marking policy

To ensure highly effective marking and feedback, regular book scrutinies are carried out using our agreed pro-forma. After the scrutiny staff will receive verbal / written feedback.

To celebrate good practice and ensure consistency across the school, an exemplar marking file is being compiled to ensure that the policy is implemented and understood by all members of staff.

The Effective Feedback Policy will be reviewed annually by staff and LAC Members.

Appendix 1 – Marking codes

Appendix 2 – Presentation expectations

Appendix 3 – Spelling

Appendix 4 – Examples of best practice marking

Link Policies

Homework

This policy is reviewed annually in the Spring Term



Signed: Chair of LAC Date: 6 October 2025



APPENDIX 1

Marking codes

Marking Code	What does the code mean?	Where pupils require further guidance
✓	Correct answer/word choice/fact	
•	Incorrect answer/word choice/fact	
○	Error identified, please correct this	 Finger spaces missing Mark with a green biro to show where finger spaces should go. If appropriate, children re-write the sentence or ensure further writing has finger spaces during the lesson.  Capital letters missing or in the incorrect place. Where appropriate identify the incorrect capital letters with green biro.  Full stops missing or in the incorrect place Where appropriate identify the missing/incorrect full stops with green biro.
sp	Spelling error. (See appendix 3)	
//	Begin a new paragraph here.	
^	Something is missing from the sentence / word.	
VF	Verbal feedback given.	
PM	Peer marked. (Please ask the marker to add their initials)	
I	Independent work	
G staff initials	Guided by an adult	
S brief description	Supported with additional resources	
Ab + explanation	Pupil left lesson: music tuition, reading, SEND support.	
CL/Supply	Covered lesson. (To be added next to the date during the lesson) + Initials of the cover teacher	
Dojos	To earn a Merit of Dojo point. (Three subject merits rewards pupils with a Brewood Merit.)	

APPENDIX 2



Presentation Expectations:

1. Keep exercise books free from doodles and graffiti;
2. Write the date (Day, date and month e.g. Monday 15th January or the short date in maths e.g. 15.01.21) starting on the left hand side of the page and underline it;
3. Miss a line;
4. If asked to, write the title in the middle of the line and underline it;
5. Miss a line;
6. Write or glue in the learning objective on the next line and underline it;
7. Miss a line;
8. Begin work;
9. Correct errors by putting a single pencil line through the mistake;
10. Remember that all attempts at learning and jottings have value so only use erasers for final pieces of work.

What to use:



Use a blue pen; (Pencil to be used at St Mary's until pen license has been achieved)

Use a sharpened pencil to draw with;

Use a ruler to draw straight lines and underline with;

Use a purple pen to self-mark, peer-mark or to respond to marking;

Proof and edit your writing in pencil or purple pen;

Use pencil crayons for colour in books;

You can use felt-tip pens when working on card;

Highlighters are to highlight text only (not for colouring in) when in a cracking comp lesson.

Ink erasers and tippex should not be used.

APPENDIX 3

Spelling

Spelling mistakes (live marking)	sp written in margin on corresponding line to spelling mistake. Within EYFS and KS1 children to be given dots and dashes (sound buttons) to help support using their phonics knowledge for spelling corrections. Lower ability pupils may need the correct spelling to be modelled for them. Child corrects the word within their work immediately. Higher ability pupils may not need the word to be given to them. They should be able to use working walls/dictionaries etc to locate the correct spelling. Child corrects the word within their work immediately.
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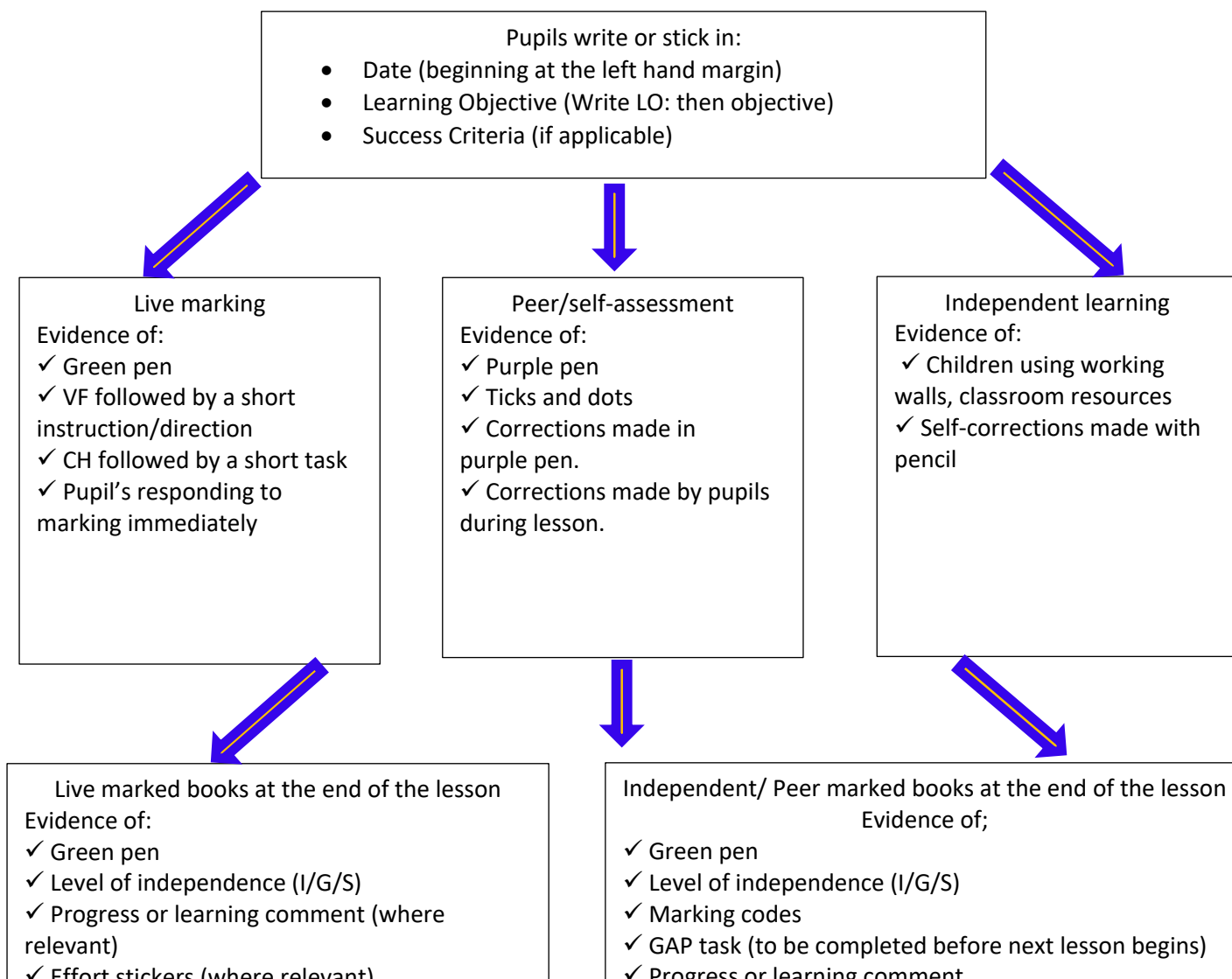
Spelling mistakes (after lesson marking)	sp written in margin on corresponding line to spelling mistake. Lower ability pupils may need the incorrect spelling to be identified and correct spelling to be modelled for them. In this case incorrectly spelt words highlighted in pink. Correct spelling of words written at bottom of work. Child corrects word within their work before starting the next lesson and ticks the words at the bottom to show this task has been completed. Higher ability pupils may not need the incorrect spellings to be identified or the correct spellings given. They should be able to use working walls/dictionaries etc. to locate the correct spelling. Child corrects word within their work before starting the next lesson and ticks the sp annotations to show they have corrected their mistakes.
Frequent, repetitive spelling errors	Where a child is spelling the same words incorrectly over a period of time then the word should be written at the top of the next page as a reference point for the child. The child must be given time to check their work for these specific words before handing completed learning in at the end of the lesson.



Marking and feedback expectations.



For our pupils, feedback in books demonstrates that as teachers we are interested in and value their learning. It enables us to praise and confirm achievement as well as identify areas to improve. Marking is therefore a crucial to move on pupils learning.



Supply teachers:

Complete Live marking sections as well as writing initials next to the word supply at the bottom of the page. Supply teachers covering more than two consecutive days are also expected to set and supervise the completion of challenge tasks.