Marking and Feedback Policy

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Date created/updated:	04.02.26
Ratified by:	OLF LGB
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Policy Review Date:	01.10.26
Post Holder Responsible for Review:	John-Paul Shanahan

The purpose of this policy is to make explicit how staff at Our Lady of Fatima Catholic Primary School mark children's work and provide effective feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Reasons for Marking:

- to recognise, encourage and reward children's effort and achievement
- to indicate how a piece of work could be improved upon and to provide feedback on strengths and weaknesses
- to improve pupil's confidence in reviewing their own work and setting future expectations
- to develop pupil's awareness of the standards that are expected of them
- to identify pupils who need additional support/more challenging work
- to aid planning

Relevant Teaching Standards:

- *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*
- *Make use of formative and summative assessment to secure pupil progress.*
- *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.*

Non- Negotiables for Marking from Reception Class to Year 6:

- All work is marked by a member of staff in **red pen**.
- Books are marked promptly and before the next lesson
- A **red tick** is used to indicate a correct answer and a **red dot** used to indicate an incorrect answer
- **Green** or **pink** highlighters should be used to highlight the Learning Challenge to indicate whether the child has achieved the success criteria. If it has been partially achieved, it should be highlighted **half in green** and **half in pink**.
- A **red tick** is used to highlight success against the Learning Challenge/Success Criteria within a piece of work.
- The agreed marking codes will be used in **red pen** to identify any areas for development
- **Green highlighter** is used where relevant to celebrate parts of a piece of work that are particularly effective
- The presence of **pink** on a learning challenge requires a **GAP comment** or **verbal feedback (VF)**
- A maximum of 3 spelling corrections should be identified. **Sp** should be written above the incorrectly spelt word and then the correct spelling written at the bottom of the page for pupils to copy out 3 times.
- Handwriting corrections will be used regularly, but only when a GAP comment Is not required. **H** will be written above the word to be corrected to indicate this.
- **GAP comments** should be used regularly to extend pupils' learning, but only where they will be impactful
- Time is provided for children to read teacher feedback and respond accordingly
- Pupils' responses to marking should be completed in **purple pencil/pen** and these should be marked in **red pen**
- Work marked by someone other than the class teacher should be initialled by the adult next to the learning challenge.
- All adults writing in pupils' books should model the school agreed letter formation displayed in each classroom including the use of relevant joins from Year 2 onwards.
- When a pupil is absent, this should be written in their book (**ABS**) and a catch-up question (**CUQ)** set (or **VF** given).
- In Reception Class, marking will often be alongside the child and more verbal feedback given. Visual targets may also be used.
- For pupils with Special Educational Needs and disabilities visual targets/reminder prompts may be used.

Marking Codes:

CL	capital letter	A	in Reception Class
FS	full stop	.	in Reception Class
←→	finger space		
H	handwriting		
Sp	spelling		
G	grammar (grammatical error /does not make sense: read it again)		
P	punctuation		
V	vocabulary (better word)		
//	new paragraph		
I	independent		
WS	with support		
1:?	initialled ratio group work		
VF	Verbal Feedback		
GAP	Go and Practise (task for child to respond to)		
CUQ	Catch Up Question		
ABS	Absent		

Monitoring and Evaluating:

This policy will be monitored through further consultation with staff and through planned reviews. Pupils' books will be monitored through book scrutiny by subject leaders and SLT. Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss. Subject leaders monitor subject specific marking as part of their management and monitoring role as directed by SLT.

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed. a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these. policies are reviewed regularly in this regard.

This Marking and Feedback Policy has been approved and adopted by Our Lady of Fatima Catholic Primary School on 11.02.26 and will be reviewed in 10.2026.

Signed by the Chair of the Local Governing Body for Our Lady of Fatima Catholic Primary School.

Mr Matthew Higgins

Signed by the Principal for Our Lady of Fatima Catholic Primary School:

Mr John-Paul Shanahan