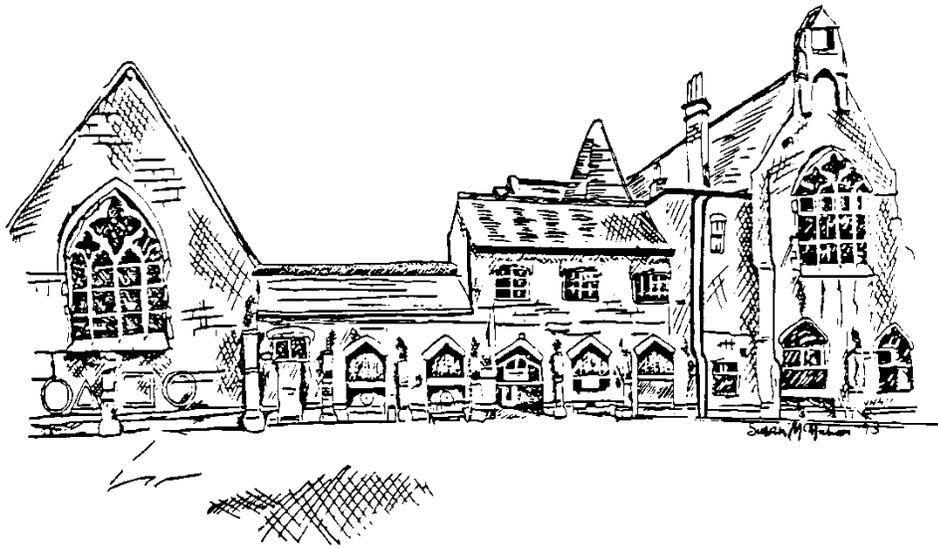


# St Gabriel's C of E Primary School



## Marking and Feedback Policy Spring 2026

### **Purpose**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

### **Principles**

Marking and feedback should:

- be manageable for teachers and accessible to children;
- provide our pupils with feedback so they know the next steps and how to take them;
- relate to the learning intention and previous attainment within the context of the learning intention;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to reflect and respond to marking;
- respond to individual learning needs, marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- ultimately be seen by children as a positive process to improving their learning.

### **Basic Outline of Marking for all Subjects**

Teachers will use a green highlighter to identify any sections of a child's work that demonstrates their competence in achieving the learning objective or objectives.

An orange highlighter will be used to identify any errors or misconceptions in a child's work or where there is room for improvement. These sections that are highlighted orange will act as a follow up task for the children. Children may be expected to respond to these points immediately when identified or they may be provided time at the beginning of the next lesson.

Red pen will be used during all lessons to address grammatical and spelling errors and will be signposted by symbols in the margin of the child's book.

### **Marking and Attainment**

Research has shown that consistent and effective marking as documented in this policy has a significant impact on raising achievement.

Learning objectives (LO) will be highlighted by the teacher in either green or orange to indicate if a child has competently completed it (highlighted green) or is working towards completing it (highlighted orange). This may be done during or after the lesson.

In the case of literacy, teachers will highlight the purpose as well as the features on the success criteria.

### **Marking Children's Work with Red Pen**

Children's work needs to be marked in red. Teachers are to use the symbols in appendix 1 when marking children's work.

### **Oral Feedback**

It is important for all children to have oral feedback from the adult working with them. The teacher may talk to the child about how they have or have not met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning.

### **Formative Feedback/Marking**

St. Gabriel's Teaching & Learning policy sets out the requirements of teaching staff in respect of marking, to ensure that marking is frequent and of the highest quality. When work has been marked, time must be given for the children to respond to it. This is part of the lesson and is a valuable part of the learning process.

### **Ticking**

This will be used to identify where children have correct answers or responses or where they have completed an extra task. Children may also use ticks when marking their own work, under supervision, with a green pen.

### **Children's Response**

When work has been marked, time should be given for children to respond to it. In order for the marking to be formative, the information must be used and acted on by the children.

## **ENGLISH COMPOSITION**

### **Evidence of Marking in books**

Children may have a section of their work highlighted in orange to show them opportunity for improvement.

Children will be expected to improve on the highlighted section in order to demonstrate a competence of using the grammatical feature listed on the success criteria.

Children will have evidence of green highlighting in their text where they have correctly used features listed on the success criteria. These will also be highlighted green on the success criteria.

At the end of a form, teachers will highlight the purpose (stated at the top of the success criteria) either green to demonstrate it has been achieved or orange to signify that the child is working toward that goal.

For pupils in Class R, teachers are to tick above correctly used letters. This is also the case for Class 1 until the children are fluent writers.

Children are to correct any common words they are misspelling as well as any spelling errors identified by staff. Teachers must then go back and tick this has been done correctly.

Each pupil is to analyse their work against a success criteria after completing a writing sample. Students should also be encouraged to comment on their own work at the end of the lesson where possible and appropriate.

## **MATHEMATICS**

### **Evidence of Marking in books**

Children will be given the opportunity to correct any errors during the lesson or at the beginning of the next lesson. These will be highlighted in orange.

Teachers are to model an example of correct working out.

Where possible, teachers are to mark at the time with the child.

All work should be seen and acknowledged by the teacher.

Teachers are to 'look at work' and, where necessary, base the content of proceeding lessons on the children's misconceptions.

Pupils are to comment on their own work where possible and practical at the end of the lesson.

Children are to self-correct their own work where possible.

## **HISTORY, GEOGRAPHY, RELIGIOUS EDUCATION AND SCIENCE**

### **Evidence of Marking in books**

All work should be marked against the learning objective for that lesson and literacy skills should be addressed also. Teachers are to highlight the learning objective and provide important spelling corrections in every lesson. Teachers are to mark at least one lesson in each of these subjects per week where children are informed of what they are doing well (highlighted green showing that they are achieving the learning objective) and may be informed of something that

they need to improve (highlighted orange). Children will be given time in that lesson or the following lesson to correct anything that has been highlighted in orange. Any misconceptions should be addressed.

## **HOMEWORK**

Homework is to be sighted on Google Classroom.

There is no expectation that staff will physically mark any work that is completed at home.

### **Self Marking**

Older children should assess their work against the success criteria stuck in their books and self-evaluate by identifying their own successes.

### **Shared Marking**

Teachers share one piece of work from a child (with prior consent) to mark as a class (using a visualiser, scanner, photo or photocopy) modelling the marking process and addressing particular teaching points. This works particularly well when showing a class how to edit their writing.

### **Paired Marking**

Children will sometimes be asked to mark work in pairs. The following points are important:

Children need to be trained to do this through whole class modelling and careful supervision;

- Ground rules should be decided then displayed;
- Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning objective.
- A dialogue should be encouraged between the children rather than one child being the 'teacher'.

### **Staff working with Groups or Individuals**

When staff are working with particular children and providing support to access the lesson, the staff members should indicate that they have supported the particular child by writing a WS in a circle in red pen at the top of the page. Likewise, if a child who usually receives support completes work independently then an adult should indicate this with an I in a circle, using red pen, at the top of the page.

## **Spelling, Punctuation and Grammar**

Children need to be taught spelling, punctuation and grammar and this should be marked where appropriate.

When children have finished their work teachers should ask them to check their work carefully for errors as they read through it.

### **Monitoring**

1. S.L.T will monitor books to ensure that the marking at St Gabriel's is consistent and useful to the pupils.
2. The Assessment co-ordinator will talk to the children about their work.

### **Policy Implementation and Review**

The original policy was written in April 2009.

Last reviewed by: Mark Nunn- Assistant Head- Spring 2026

To be reviewed by Curriculum Committee: Spring 2026

Next review: Spring 2028

## Appendix 1

### Marking and Feedback Summary

#### Marking Symbols



around missing capital letter

\_\_\_\_\_ – under spelling errors (key words and topic vocabulary)

**SP** – spelling

**SS** – sentence structure

// - new paragraph



– independent



– completed with adult support



- omitted word



– self assessment



– punctuation



- finger space

- *All work should be marked in red*
- *If many words have incorrect spelling, then choose the high frequency words for them to rewrite.*
- *Please use the symbols on this page*
- *At the start of a lesson children should be given the opportunity to respond to marking from the previous lesson*
- *If a child has achieved the LO then it should be highlighted*

Green highlighted LO – achieved LO

Orange highlighted LO – working towards LO