

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



Marking and Feedback Policy

Mission Prayer

We believe that we are all God's work of art.

We strive to respect and care for each other

And to use our talents to do our best, to build a better world.

By doing this, we are:

'Learning in the Light of Christ.'

Amen.



Marking and Feedback Policy

February 2026



Pope Paul Catholic School

Validation grid

Title	Marking and Feedback Policy
Author	Liz Heymoz
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Target Audience	All stakeholders
Stake holders consulted	All staff, governors and parents
Curriculum / non curricular	Curriculum
Associated Policies / Documents	Assessment, Teaching and learning
New Policy or Review of existing policy.	Review
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Date for Review	February 2028
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Signed Headteacher

Signed..... Chair of Governors

Rationale:

At Pope Paul School, we believe that quality marking, based on learning objectives, is vital to improving the learning for children in our care. It helps to develop a positive, learning dialogue between teachers and learners, and between pairs of learners. It also is an integral part of the ongoing assessment process that informs teachers' planning. We strive to ensure all marking is developmental and supports the aims of our Mission Prayer in recognising children's talents and efforts and acknowledging that we are all God's work of art.

Marking and feedback must:

- be **manageable** for teachers and appropriate to children's ages or stages;
- relate to the **learning intention**
- be regular in all learning books. This may be evidenced by marking codes, VF, GL or simply ticked.
- give recognition and praise for progress and achievement and give clear next steps for learning when appropriate;
- respond to learning needs e.g. marking face to face with some and at a distance with others;
- inform future planning;
- consistently use the agreed codes across the school (see marking codes);
- be seen by children as a positive way to improve their learning.

Marking children's work

- All teachers use pink and green (green for growth) when marking (either using a highlighter pen over blue/black ink, or using pink and green ink).
- Marking codes are used to reduce the need for extended comments.
- Where a child has completed a targeted area, their next steps in learning will require further teaching and this may be noted (e.g: Well done! You have now mastered this method for column addition; tomorrow we will move on to subtraction.)
- Learning activities done at home independently or as home learning may not need to be marked in the depth.

Types of marking

The school makes use of two main forms of marking/feedback:

1. Guided Learning and Verbal Feedback

Guided learning takes place during a lesson. It may be planned, but is often as a result of a teacher checking an individual's or group's understanding as the lesson progresses. Activities such as adult modelling of the learning task, group mini-plenary sessions to correct misconceptions or extend pupils' learning or individual targeted support may be used to provide next steps in learning at that point. This adult input is signified with the code **GL (guided learning)** written at the point in the task where the adult input started.

Verbal feedback usually happens after the child has completed a learning task or when the teacher is correcting a piece of learning alongside a child. The symbol **VF (verbal feedback)** is written next to the area of the piece of work that the verbal feedback has been about.

2. Written Marking and Feedback

- i. Summative feedback/marking consists mainly of codes or comments.
- ii. Formative feedback is related to the learning intention and comments should acknowledge any improvement made. For successful formative marking, the teacher **will**:
 - read the entire piece of work;
 - highlight (pink) examples of where the child has met the learning intention well.
 - use the relevant code/s to address secretarial errors/misconceptions;
 - provide **a comment in green to extend the learning or ask to clarify the learning**(green for growth) where it is appropriate to do so. The imperative verb form must be used when giving a green comment (e.g: Write two more sentences to using the time adverbials below:...)
 - plan time for the child to be able to complete the green growth activity.

A green for growth comment might be:

- A reminder prompt (e.g. Choose one of the adjectives from our previous learning to give more detail about the prince's clothes);
- A scaffold prompt (e.g. Use one of these connectives that you think best joins the two sentences I have highlighted: because, despite, although)
- In maths, a green for growth comment should not be limited to correcting arithmetic errors. Missing number activities or 'What if...?' or 'How do you know...?' questions provide better quality NSL.

Children will respond to green for growth comment using a purple pen. In this way the response is promoted as important to moving the learning on using the PURPLE PEN OF POWER.

Not all pieces of work need to be marked in depth. Teachers will use their professional judgement to determine which pieces of work require detailed marking and feedback.

Self-evaluation of learning by children

Specific and child-friendly success criteria ensure that children achieve well in relation to the learning objectives and make good progress. Pupils become increasingly able to evaluate their own learning and teachers use a progressive range of strategies to develop this skill. For example, younger children may be asked, at the end of a lesson, whether or not they think they have met the learning objectives by reflecting on the success criteria e.g. thumbs up, thumbs down.

By KS2 marking ladders/Learning ladders/TAF sheets may be used to set out success criteria particularly in writing. These can then be highlighted by staff to indicate strengths and areas for improvement.

Other marking approaches

Self marking

Children are encouraged to identify successes and a related improvement point. Where learning ladders are used to do this, children tick off the success criteria they feel they have met.

Shared Marking

Teachers may use a piece of learning from an unnamed child on the large screen, using a visualiser or scanned copy on the interactive whiteboard, to model the marking process and teach particular points at the same time.

Paired Marking

Children sometimes mark their learning in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children use post-it notes to identify successes and one improvement.
4. Encourage an equal dialogue between the children rather than one child being the “teacher”.

What about correcting spelling, punctuation and grammar?

Children are encouraged to check over their learning task as they work on it and self-edit where appropriate.

All spelling, punctuation and grammar errors are not corrected by the teacher in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a personal target for an individual child, then that child’s work will be marked accordingly, against their current target.

How will this policy be monitored and evaluated?

This policy will be monitored in the light of outcomes of on-going school self-evaluation. Book study, lesson observations and other monitoring activities regularly review the quality of the marking being carried out and its impact upon children’s learning. Pertinent feedback and support is provided for staff in line with outcomes of monitoring activities.

Marking Codes

KS1 Marking Policy – Pope Paul Catholic School

	Green for growth (area to be developed)
	Pink (highlight objectives/targets met)
~ ~ ~	This does not make sense
CT	Class teacher supported
LSA	Learning Support Assisted
(I)	Independent learning
PPA/	PPA cover and initials eg. PPA/GM
ST	Supply Teacher
GW	Group Work
PW	Paired Work
VF	Verbal feedback
GL	Guided Learning
E	Equipment used to support learning (indicate whether it has been independently chosen or given by teacher)
(-)	Personal target

Marking Codes

KS2 Marking Policy – Pope Paul Catholic School

	Green for growth (area to be developed)
	Pink (highlight objectives/targets met)
Sp	Spelling
~ ~ ~	This does not make sense
^	A word has been left out
	Can you think of a better word?
//	Start a new paragraph
C	A capital letter has been missed out or is in the wrong place
P	Punctuation (., "" ? ! ')
<u>U</u>	Needs underlining
VF	Verbal Feedback
GL	Guided Learning
CT	Class teacher supported work
LSA	Learning Support Assistant
PPA/	PPA cover and initials eg PPA/GM
HTLA	Higher Level Teaching Assistant took lesson
ST	Supply teacher took the lesson
GW	Group work
PW	Paired Work
E	Equipment used to support work – indicate if chosen independently or if provided by teacher.
	Personal Target