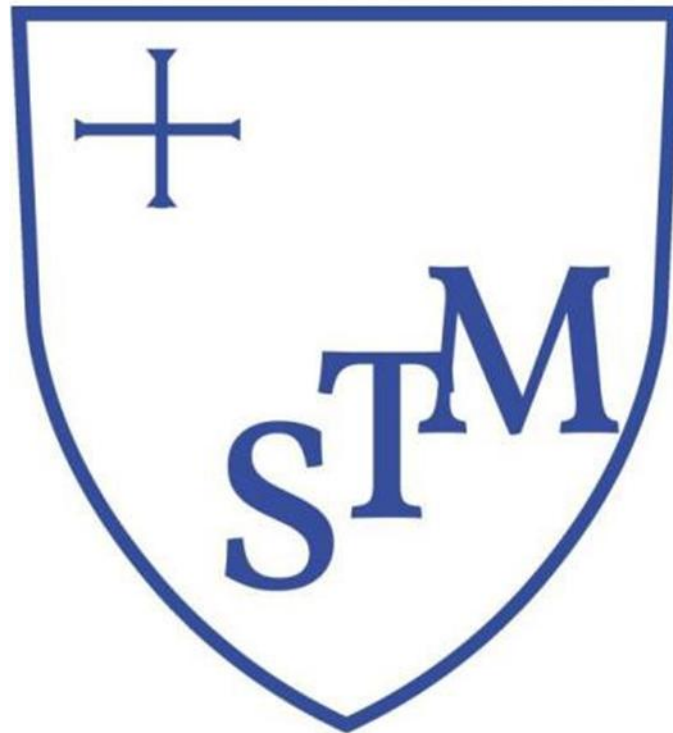


St Martin's C of E Primary School



Marking and Feedback Policy

September 2026

Rationale

The purpose of marking and feedback is to ensure that every pupil knows what they are doing well, understands how to improve, and is supported to act on feedback promptly. We therefore aim for children to receive timely and purposeful feedback that furthers their learning, and for teachers to use assessment information to adjust their teaching both within and across a sequence of lessons.

Effective marking and feedback are integral to great teaching, it ensures every pupil knows where they are, where they're going, and how to get there.

Effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful, manageable and motivating
- provide specific guidance on how to improve in the longer term
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

We are mindful also of the workload implications of written marking, notably, the DFE's research which has highlighted written marking as a key contributing factor to teacher workload.

- The purpose of feedback and marking is to further children's learning.
- The main focus of feedback should be against the learning intention of the lesson.
- Feedback should take place at the earliest opportunity to have the greatest impact.
- The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
- Feedback takes many forms other than written comments: verbal feedback and modelling, questioning strategies, use of talk partners, peer assessment and/or self-assessment.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
- Written marking should be clear to pupils according to age and ability
- Children must be given appropriate time to respond to feedback to have maximum impact on learning.
- The key to success is the involvement of pupils in owning their learning and each other's learning.

Types of feedback

Live feedback <i>This is the main feedback expected in books on a daily basis.</i>	Whilst pupils are working the teacher and other adults circulates and gives feedback on their work, this is: • immediate and specific. • focussed on correcting errors and praising effort. • by asking questions or giving hints. • gathering feedback from verbal responses, mini whiteboards, book work, etc. Could involve individuals, small groups or the whole class. • may involve further support, challenge or a change of task may re-direct the focus of teaching or the task. • evident in the child's work, which is improved in purple pen. • could be given by peers or involve self-assessment.
Written Feedback during the lesson	• Yellow or pink highlighters used to show areas of strength and where to improve. • Concise, clear and focused on one or two key points for improvement, or a child's personal target. • Highlights issues with basic skills. • Pupils respond in purple pen by improving or correcting their work. • Green pen shows teacher modelling for growth or to address a misconception. • Green growth pen provides scaffolding or next steps.
Group verbal feedback in lessons	• Teacher stops pupils periodically and reviews the success criteria, models, or verbalises their thought process and directs pupils to check their own work. • Pupils should be regularly involved in marking their own work and checking and then correcting mistakes throughout the lesson. • May take the form of self-or peer-assessment. • May involve strategies that allow the teacher an assessment opportunity e.g. mini whiteboard • Teachers use the AFL information gathered and adapt the current lesson or future lessons to support children to best progress.
Marking after the lesson Takes place away from the lesson.	• Ensures work is read by the teacher • Provides teachers with vital information about how well a child has understood the lesson and how they can be further supported or stretched. • May lead to an additional activity / change in planning for the next lesson. • Written growth comments should be clear and provide specific guidance on how to improve. • Yellow and pink highlighting to show what is correct and what needs correcting / addressing. • Where pinks are used, the children will need to correct work by using a purple pen.

Marking Pens and Codes



Shine Bright –highlights the successes or correct answers.

Think Pink Dot – An opportunity for the children to 'Think Hard' about an error or misconception. This could be through effective feedback strategies within a lesson or a chance to revisit a question prior to the lesson e.g. Maths.

Purple Polishing Pen – for children to use to polish their work after receiving verbal or written feedback.

Green Growth Pen – this indicates feedback has been given by an adult, which focusses on improving progress and attainment, this may come in differing forms such as an arrow or a star, or a written comment. Children are expected to respond to these in a purple pen.

Staff initials - If an adult other than the class teacher has taught the lesson, initials should be added to the top of the page in the margin.

S - If a piece of work has been heavily scaffolded / supported.

Marking Expectations for Subjects

The purpose of these guides is to ensure a consistent, fair and well-aligned approach to marking across the school.

It provides staff with clear expectations, shared language and practical strategies that reflect our curriculum, assessment principles and commitment to high-quality feedback.

By outlining how we evaluate pupils' learning against taught objectives, this guide supports accurate judgements, reduces variability between classes and year groups, and helps teachers identify next steps for learning. Ultimately, it aims to strengthen pupils' progress by ensuring that marking is purposeful, manageable and rooted in what will have the greatest impact.

Writing

1. Start with the Learning Intention Before marking, be clear: • What was the writing focus? • What should pupils reasonably achieve independently? Focus feedback on one priority misconception.	4. Be Selective with Errors Mark: • Errors linked to the lesson focus • Repeated errors showing misunderstanding Do not mark: • Every spelling or punctuation slip • Errors unrelated to the learning intention
2. Read for Meaning First • Does the writing make sense? • Has the pupil communicated ideas clearly? • Is it appropriate for the purpose and audience?	5. Give Clear, Actionable Feedback Avoid vague comments (e.g. <i>"Check your punctuation"</i>). Use feedback that tells pupils what to <i>do</i>: • "Rewrite this sentence using a capital letter and full stop." • "Add one sentence to show how the character feels."
3. Identify the Key Misconception <i>What is the main barrier to this pupil's progress in writing?</i> Examples: • Insecure understanding of sentence boundaries • Limited sentence variety • Weak cohesion or sequencing • Inconsistent grammar or tense	6. Close the Gap Where written feedback is given, pupils must respond. Examples: • Rewrite one sentence • Improve a paragraph using a success criterion • Add or edit a sentence for clarity Time must be planned for pupils to act on feedback.
7. Use Verbal and Live Feedback During lessons: • Address misconceptions immediately • Highlight and celebrate good examples Model improvements	
KS1 Expectations In KS1, marking should: • Focus heavily on sentence demarcation, phonics and basic composition • Prioritise meaning over technical accuracy • Use short, clear feedback and adult modelling • Often involve verbal feedback and immediate correction Typical response tasks: • Fix a sentence together • Add a word or short phrase Practise writing a correct sentence	KS2 Expectations In KS2, marking should: • Focus on composition, cohesion, sentence variety and grammar • Identify misconceptions affecting progress towards age-related expectations • Encourage independence and editing • Use written feedback more regularly for extended writing Typical response tasks: • Improve a sentence or paragraph • Edit for cohesion or clarity Apply a grammar focus independently

Reading

1. Start with the Learning Intention Before marking, be clear: • What was the reading focus? • Word reading? Retrieval? Inference? Vocabulary? • What should pupils reasonably achieve independently?	4. Be Selective with Errors Mark: • Misunderstandings linked to the reading focus • Repeated errors showing insecure comprehension • Incorrect use of reading strategies Do not mark: • Every minor phrasing issue • Answers unrelated to the learning intention
2. Read Understanding First • Has the pupil understood the text? • Are their answers rooted in evidence? • Do they use appropriate reading strategies? • Is their explanation clear and logical?	5. Give Clear, Actionable Feedback • Find a sentence in the text that supports your answer. • Explain why the character acted this way using evidence. • Use the vocabulary from the question in your answer. • Reread this paragraph and identify the key idea.
3. Identify the Key Misconception Examples: • Misreading key vocabulary • Confusing retrieval with inference • Giving opinions instead of text-based answers • Not quoting evidence • Literal interpretations of figurative language → Focus feedback on one priority misconception.	6. Close the Gap Where written feedback is given, pupils must respond. Examples: • Improve one inference using evidence • Correct a retrieval answer • Replace an opinion with a text-based explanation Clarify vocabulary using context clues
7. Use Verbal and Live Feedback During lessons: • Address misconceptions immediately • Highlight strong examples Model how to find evidence	
KS1 Expectations In KS1, marking should: • Focus on decoding, fluency and basic comprehension • Prioritise meaning over technical terminology • Use short, clear feedback and modelling • Often involve immediate correction Typical response tasks: • Reread a sentence and blend a tricky word • Match a word to its meaning • Answer a simple retrieval question • Identify a character or setting detail	KS2 Expectations In KS2, marking should: • Focus on inference, evidence, vocabulary and authorial intent • Identify misconceptions affecting progress towards age-related expectations • Encourage independence and justification • Use written feedback more regularly for extended answers Typical response tasks: • Improve an inference using evidence • Explain a vocabulary choice • Edit an answer for clarity or precision Identify a theme or viewpoint

Maths

1. Start with the Learning Intention Before marking, be clear: • What was the maths focus? • What should pupils reasonably achieve independently? • Was the task fluency, reasoning or problem-solving?	4. Be Selective with Errors Mark: • Errors linked to the lesson focus • Repeated errors showing misunderstanding • Misconceptions that will hinder future learning Do not mark: • Every small arithmetic slip • Errors unrelated to the learning intention
2. Check for Mathematical Understanding First • Does the pupil's method make sense? • Have they applied the taught strategy accurately? • Can they explain their reasoning? • Is the answer correct <i>and</i> is the process secure?	5. Give Clear, Actionable Feedback Avoid vague comments (e.g., "Check your working"). Use feedback that tells pupils what to do: • Use a number line to show how you solved this. • Rewrite this calculation using the column method • Explain why your answer is correct. • Correct this question by regrouping tens and ones.
3. Identify the Key Misconception - <i>What is the main barrier to this pupil's progress in maths?</i> Examples: • Misunderstanding of place value • Incorrect calculation strategy • Misapplied method (e.g., adding denominators in fractions) • Weak reasoning or explanation → Focus feedback on one priority misconception.	6. Close the Gap Where written feedback is given, pupils must respond. Examples: • Correct one calculation using the model shown • Complete a similar question to show understanding • Add reasoning to justify an answer
7. Use Verbal and Live Feedback During lessons: • Address misconceptions immediately • Highlight and celebrate good examples Model improvements	
KS1 Expectations In KS1, marking should: • Focus heavily on number sense, counting, place value and basic calculation • Prioritise conceptual understanding over speed • Use short, clear feedback and adult modelling • Often involve verbal feedback and immediate correction Typical response tasks: • Correct one calculation together • Represent a number using concrete resources • Add or remove counters to show understanding • Practise forming a number sentence correctly	KS2 Expectations In KS2, marking should: • Focus on reasoning, efficient methods, accuracy and deeper understanding • Identify misconceptions affecting progress towards age-related expectations • Encourage independence and self-correction • Use written feedback more regularly for extended reasoning or problem-solving Typical response tasks: • Improve a calculation method • Explain reasoning using mathematical vocabulary • Edit a solution for clarity or accuracy Apply a taught strategy independently to a new question

Other Subjects

1. Start with the Learning Intention Before marking, be clear: • What was the subject focus? • Knowledge? Skills? Processes? • What should pupils reasonably achieve independently? • What vocabulary are we expecting them to use accurately?	4. Be Selective with Errors Mark: • Errors linked to the learning intention • Repeated errors showing misunderstanding Do not mark: • Every small slip • Errors unrelated to the focus
2. Check for Subject Understanding First • Does the pupil demonstrate accurate subject knowledge? • Have they applied the correct method/technique/terminology? • Is their explanation or reasoning clear?	5. Give Clear, Actionable Feedback Avoid vague comments (e.g., “Check your working”). Use feedback that tells pupils what to do: Examples • “Label this diagram accurately using accurate vocabulary.” • “Place these events in order.” • “Explain your reasoning using accurate terminology.” • “Refine your shading to show....”
3. Identify the Key Misconception <i>What is the main barrier to this pupil’s progress in maths?</i> Examples: • Misunderstanding of vocabulary • Incorrect labelling of diagrams, maps etc • Confused concepts → Focus feedback on one priority misconception.	6. Close the Gap Where written feedback is given, pupils must respond. Examples: • Correct one misconception • Improve one explanation • Redo one step of a process • Add missing subject vocabulary
7. Use Verbal and Live Feedback During lessons: • Address misconceptions immediately • Highlight and celebrate good examples Model improvements	