

'Shine like stars in the world.'

Philippians 2:15



St Paul's CE Primary School

Marking and Feedback Policy

[Our Vision](#)

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

[Our Core Values](#)

Love, Forgiveness, Faith, Friendship, Hope and Peace.

**ST PAUL'S CE PRIMARY SCHOOL
MARKING AND FEEDBACK POLICY**

Why do we feedback on children's learning?



- To recognise and encourage children's effort and achievement, and celebrate success- highlighting and making links to the success criteria.
- To share with children what they need to do next to make progress in their learning by providing 'next steps'.
- To improve a child's confidence and ability in reviewing, editing and improving their own work.
- To check whether children are referring to feedback and applying this to make further progress.
- To assess children's achievement so far and identify pupils who need additional and/or differentiated support or more challenging work and to inform/modify the teacher's planning appropriately.
- To provide evidence of assessments made and help moderate the interpretation of standards achieved.
- To help in reporting to parents and carers and to involve them more directly in supporting and facilitating their child's progress.

If children have received support during a task, please indicate by the LO using:



- **LA = Learning Assistant Assisted:** The child has been given some direct assistance by the teaching assistant/Learning support assistant.
- **S = scribed:** if you have scribed for a child and include your initials.

When work has been peer-ed or self-assessed, teachers should also look through work to identify any gaps or misconceptions to be addressed as necessary.









KS2 Marking Code

- **sp** in the margin and individual words **underlined in green** – this means you need to check your spellings (try your best to spell these correctly next time)
Child to write word 3x in margin for key spellings
- **^** - something is missing (can you put another word in here to improve the sentence?)
- **P** - next to a letter or a word – this means you need to check your punctuation (please use this correctly next time)
-  underneath part of a sentence means re-read it. Something doesn't make sense or requires improvement
- **U** – underline with a ruler
- **Pres** – improve presentation
- **H** – improve handwriting
-  - correct
- **o** – incorrect

Year 2 Marking Code

- **sp** in the margin and individual words **underlined in green** – this means you need to check your spellings (try your best to spell these correctly next time) Child to write word 2x in margin for key spellings
- **^** - something is missing (can you put another word in here to improve the sentence?)
- **C** – capital letter missing
- **●**- missing full stop
-  underneath part of a sentence means re-read it. Something doesn't make sense or requires improvement
- **U** – underline with a ruler
- **Pres** – improve presentation
- **H** – improve handwriting
-  - correct
- **o** – incorrect
- **F** – formation

Year 1 Marking Code

-  correct – we really like it
-  *woz* - check spelling – practise at the bottom X3
-  - form your letters correctly
-  - spaces between words
-  *the* - capital letter missing
-  - missing full stop
-  underneath part of a sentence means re-read it. Something doesn't make sense or requires improvement
-  - something is missing - can you add a word to improve the sentence?

Marking Code must be stuck in the front of all books and discussed with the children at the start of each academic year.

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MARKING AND FEEDBACK POLICY**

English

Live mark with the children as much as possible using the marking code.

At least one piece of extended written work each half-term to be marked in the following way:

Extended Written Work

Teacher, LA and any other available adults to live mark as many books as possible with the children.

Make sure any children who are not live marked are a focus the following week.

Children given time to 'polish' their work by reading through and editing with their purple pen.

Progress Task

Once a term, extended piece of written work.

Children given time to 'polish' their work by reading through and editing with their purple pen.

Progress books to be given out for children to reflect on their achievements and next steps.

Housepoints/stickers to be used as rewards for excellent effort.

Maths

LA/T to live mark as much as possible using the marking code.

Self-marked during/end of the lesson and children given chance to traffic light their understanding/write reflection.

One piece of maths work marked for improvement/feedback (a problem, corrections, a question) every other week (with children given chance to improve their work using purple pen).

Housepoints/stickers to be used as rewards for excellent effort.

Science

Acknowledgement marking – a tick/sticker and sometimes a comment to improve or question (minimum once per half term)

Comments must be skills based and relate to the subject. Responses from child to be written using their purple pen.

Housepoints/stickers to be used as rewards for excellent effort.

R.E.

Acknowledgement marking – a tick/sticker and sometimes a comment to improve or question (minimum once per half term)

Comments must be skills based and relate to the subject. Responses from child to be written using their purple pen.

Housepoints/stickers to be used as rewards for excellent effort.

Spanish

Speed marked by a LA/Teacher - acknowledgement marking – a tick/sticker and sometimes a comment to improve or question (minimum once per half term)

Comments must be skills based and relate to the subject.

Housepoints/stickers to be used as rewards for excellent effort.

Foundation Subjects

Speed marked by a LA/Teacher - acknowledgement marking – a tick/sticker and sometimes a comment to improve or question (minimum once per half term)

Comments must be skills based and relate to the subject. Responses from child to be written using their purple pen.

Housepoints/stickers to be used as rewards for excellent effort.

Homework

Speed marked by a TA/Teacher during the lesson - a tick/sticker

Housepoints/stickers to be used as rewards for excellent effort.

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Possible style of Improvement Prompts

| Range of Prompt | Learning Intention | Extract from child's writing | Reminder Prompt | Scaffold Prompt | Example Prompt |
|---|--|--|---|--|---|
| Why . . . ? Justifying a statement | To write a letter giving reasons for things you say | <i>"It was dismal"</i> | Say why you thought this | Why was it a dismal time? Why did you hate being there? | Choose one of these or your own: It was dismal because I was bored all the time. I found it dismal having only my granddad to talk to. |
| How did he/she/you feel? | To retell a story showing people's feelings | <i>"Nobody believed him"</i> | Say how you think this made him feel | How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before? | How do you think he felt? Angry that people did not trust him Annoyed with himself for lying in the past Your own ideas? |
| Add something | To use effective adjectives and adverbs in a account | <i>"Jason was trying to distract him, but the dragon was too strong"</i> | Use more adverbs and adjectives here | Lets use some adverbs to describe how they fought. Fill in the missing words: Jason tried ____ to distract him, but the dragon ____ly used his strength to get past. Jason stabbed his sword ____ly into the dragon's nearest side. | Improve the fight by using one of these or your own: The dragon's tail lashed viciously, cutting Jason's own flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into his side. |
| Change something | To use effective adjectives in a description | <i>"He as a bad monster"</i> | Think of a better word than bad | What kind of moster was he? Change bad for a word which makes him sound more scary. Write it in the box. | Try one of these or your own in stead of bad: ferocious terrifying evil |
| Tell us more | To introduce a character in a story opening | <i>"James went to school"</i> | Could you describe Jason? | What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a _____. | Describe James's character – perhaps: James was a kind, likeable boy with a great sense of humour. For instance . . . James was often excitable and noisy but would be quiet and serious when he was working. |
| What happens next? | To write a middle and end from a given start | <i>"A last the merman as the mermaid"</i> | How is your story going to end? | What do you think the merman said to the mermaid before they went home tighter? | Write one of these or your own ending: "I love you" said the merman. The mermaid took his hand and they swam away. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile. |

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| Reviewed by Clare Cresswell/Athena Patsalis | Autumn Term 2025 | | |
| Approved by: | Full Governing Body | | |
| Next Revision (Please highlight as appropriate) | Annual | Bi-annual | Tri- annual |
| To be reviewed | Autumn Term 2027 | | |