



St Theresa's Catholic Primary School: Marking Policy

Date Implemented: September 2021

Review yearly: last reviewed September 2025

Review Date: September 2026

1. Introduction and Purpose

This policy outlines the principles and practises of marking and feedback at St Theresa's Catholic Primary School. It aims to ensure that marking is meaningful, manageable, and motivating for both pupils and staff. Effective marking and feedback are crucial for promoting pupil progress, fostering a love of learning, and aligning with our school's vision of personalised learning and celebrating all success. This policy takes into account the school's Catholic ethos, commitment to inclusion, and the OFSTED framework.

2. Aims and Objectives

The aims of this Marking Policy are to:

- Provide pupils with clear, constructive feedback that helps them understand their strengths and areas for improvement.
- Enable pupils to take ownership of their learning and make progress.
- Inform teachers' planning and teaching to meet the needs of all pupils.
- Promote consistency in marking practises across the school.
- Reduce teacher workload by focusing on high-impact marking strategies.
- Comply with relevant UK government legislation and best practice guidelines.
- Support the school's improvement priorities, including vocabulary development, pupil book studies, and raising attainment in phonics, mathematics, and reading.
- Address the needs of pupils with SEND, including those with ASD.

3. Legal Framework and Guidance

This policy is informed by the following:

- Education Act 2002
- Equality Act 2010
- SEND Code of Practice: 0 to 25 Years (2015)
- OFSTED Inspection Framework (2025)
- Department for Education (DfE) guidance on assessment and feedback
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4. Roles and Responsibilities

- **Headteacher:** Responsible for ensuring the policy is implemented effectively and reviewed regularly.
- **Senior Leadership Team (SLT):** Responsible for monitoring the implementation of the policy and providing support to staff.
- **Subject Leaders:** Responsible for ensuring that marking practises within their subject areas are consistent with this policy and for providing subject-specific guidance to staff.
- **Teachers:** Responsible for implementing the policy consistently and providing pupils with high-quality feedback.
- **Teaching Assistants:** Responsible for supporting teachers in implementing the policy, as directed.
- **Pupils:** Responsible for engaging with feedback and using it to improve their learning.
- **Parents/Carers:** Responsible for supporting their child's learning and engaging with feedback provided by the school.
- **SENDCo:** Responsible for ensuring that the policy is implemented effectively for pupils with SEND and providing support to staff.

5. Implementation Strategies

5.1 Principles of Effective Marking and Feedback

- **Purposeful:** Marking should have a clear purpose and be linked to learning objectives.
- **Meaningful:** Feedback should be specific and focused on helping pupils improve.
- **Manageable:** Marking should be manageable for teachers and should not contribute to excessive workload.
- **Motivating:** Feedback should be positive and encouraging, and should celebrate pupils' successes.
- **Timely:** Feedback should be provided in a timely manner so that pupils can use it to improve their learning.
- **Accessible:** Feedback should be accessible to all pupils, including those with SEND.
- **Focused:** Feedback should be focused on a limited number of key areas for improvement.
- **Actionable:** Feedback should provide pupils with clear actions they can take to improve.
- **Reflective:** Feedback should encourage pupils to reflect on their learning and identify areas for improvement.

5.2 Methods of Marking and Feedback

- **Verbal Feedback:** Verbal feedback should be used frequently in lessons to provide pupils with immediate guidance and support.
- **Written Feedback:** Written feedback should be focused and specific, and should provide pupils with clear actions they can take to improve.
- **Self-Assessment:** Pupils should be encouraged to self-assess their work and identify areas for improvement.
- **Peer Assessment:** Pupils should be given opportunities to assess each other's work and provide constructive feedback.
- **Whole-Class Feedback:** Whole-class feedback can be used to address common misconceptions and provide general guidance to the class.
- **"No Marking" Strategies:** Consider strategies such as live marking during lessons, focusing on key pieces of work, and using whole-class feedback to reduce the overall marking burden.
- **No teacher marking in books:** teachers don't mark sketch pads as these are for the children's use only. In art we promote creativity and experimentation; therefore, these books are a personal record of the acquisition of their skills and a place to explore different techniques.

5.3 Marking Codes and Symbols

The school will use a consistent set of marking codes and symbols to provide pupils with clear and concise feedback. Examples include:

- **EYFS, KS1 and 2 teachers to use green pen to mark children's work.**
- **Learning support to use blue/black when marking or writing comments**

Writing – KS1 and KS2

- When we are marking a piece of writing we will highlight in pink which indicates – well done/tickled pink

Marking code

VF = verbal feedback – Children will address any issues with purple pen. Staff may wish to annotate a piece of work.

H = high level of support with an explanation of what the child has needed in terms of support.

M = moderate level of support with an explanation of what the child needs in terms of support.



I = Independently completed. This may not be evident on all pieces of work but should be used where a child who has previously or consistently required a high or moderate level of support has completed the activity entirely independently.

C = Correction

Sp = to correct spelling

Editing a piece of work – this will be carried out the children in purple pen from year 3 to year 6.

5.4 Frequency of Marking

The frequency of marking will vary depending on the subject, year group, and the needs of the pupils. However, as a general guideline:

- **Early Years Foundation Stage (EYFS):** Continuous assessment through observation and interaction. Written marking will be minimal.
- **Key Stage 1 (Years 1-2):** Regular marking of literacy and numeracy work. Focus on verbal feedback and self-assessment.
- **Key Stage 2 (Years 3-6):** Regular marking of all subjects, with a focus on providing pupils with clear and actionable feedback.

5.5 Presentation and Bookwork

High expectations for bookwork quality, attention, and lesson preparedness will be fostered school-wide.

6. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through:

- Regular book scrutinies by SLT and subject leaders.
- Pupil interviews to gather feedback on their experiences of marking and feedback.
- Termly feedback from staff to gather on the effectiveness of the policy and identify areas for improvement.
- Analysis of pupil progress data to assess the impact of marking and feedback on pupil attainment.
- Observations of teaching and learning to assess the quality of feedback provided to pupils.

7. Training and Support



All staff will receive training and support on the implementation of this policy. This will include:

- Induction training for new staff.
- Ongoing professional development opportunities.
- Subject-specific guidance from subject leaders.
- Opportunities to share best practice with colleagues.

8. Communication

This policy will be communicated to all stakeholders through:

- The school website.
- Staff meetings.
- Parent/carer information evenings.

9. Review

This policy will be reviewed annually by the SLT, in consultation with staff, pupils, and parents/carers. The review will take into account:

- The effectiveness of the policy in achieving its aims and objectives.
- Feedback from stakeholders.
- Changes in legislation and guidance.
- The school's improvement priorities.