



Marking and Feedback Policy

At Our Lady of Lourdes RC Primary School, feedback and marking is a continuous process integral to teaching, learning and assessment. The acknowledgment and review of pupils' work is an essential and valuable part of the learning process and, in turn, raises standards across the school.

Principles of marking and feedback at Our Lady of Lourdes RC Primary School:

- Marking and feedback is viewed as a fundamental part of teaching and learning.
- All pieces of written work our children produce will be acknowledged by the class teacher – our children deserve to know that the work they have produced has been visually checked and is valued.
- Marking is purposeful: findings are used as formative assessment to inform future planning and teaching.
- Teachers use their professional judgement to select the most suitable form of marking/feedback.
- PAP (Productivity, Accuracy & Presentation) and NfS (Nag for SPAG) are the underpinning principles of marking at Our Lady of Lourdes RC Primary School.
- Written comments are used where teachers deem that such feedback is in the best interest of the child; this decision is based on the age/ability of the child to access the feedback, and considers the principle of the three 'Ms' – is writing a written comment in acknowledgment of this piece of work: **meaningful, manageable, motivating?**
- In accordance with the School Teachers' Pay and Conditions Document 2023 paragraph 50.3, it is the **class teacher's responsibility** to mark pupils' work.
- Marking is viewed as an opportunity for praise and celebration; to raise pupil's self-esteem and give confidence.
- Children understand mistakes are a fundamental part of the learning process and are familiar with completing 'corrections'.
- Where appropriate, children are provided with clearly identifiable 'Next Steps' in English to improve reading and writing, making reference to the National Curriculum End of Year Expectations.
- All marking will be done in accordance with the school's Marking & Feedback principles/policy outlined in this document, although in Year 6, during the spring term, written feedback of SATs preparation/practice papers will be prioritised over written feedback in books.

The marking and feedback process at Our Lady of Lourdes RC Primary School:

- Teachers & supply teachers will mark with a green pen; where supply teachers have marked, work will be stamped indicating this.
- In the instance teaching assistants have worked with an individual or group, 'live' marking will be done using a blue pen.
- Where age and ability allows, on occasions, children should be given the opportunity to take responsibility for the marking and review of their own or their peers' work; peer/self-assessment will be done using a coloured pencil/coloured gel pen.
- Children's efforts are acknowledged by the class teacher with a tick or written comment.
- Where written comments are used, these primarily relate to the learning objective shared at the beginning of the lesson, NfS, or PAP.
- Marking may be active (i.e. take place within the lesson) which allows for immediate feedback; this will be indicated in pupils' books using 'VF'.

- All work is to be acknowledged/marked prior to the next session unless the work is a long-term project, which may not be marked until completion – pupils will be informed in advance if this is the case.
- Children are familiar with the process of responding to 'Next Steps' and completing 'Corrections', which have been highlighted by the class teacher during the marking process.
- Mistakes, particularly in maths or of 'Sticky Knowledge' in other subjects, should be highlighted to make pupils aware of errors and the need for correction. It is at the class teacher's discretion how these corrections are responded to (i.e. annotation, response re-written, question re-attempted etc.) however time must be allocated to allow the pupil to respond, and for their responses to be reviewed by the class teacher.
- Not **ALL** Spelling mistakes and grammatical errors may be corrected: it is at the teachers' discretion which areas for improvement (LO-related, PAP or NfS) a pupil needs to prioritise. Whilst incorrect work should never be marked as correct, pupils need to feel their work is valued, and both strengths and a **manageable number** of corrections/areas to improve should be identified.
- In English, there is evidence of pupils being given next steps (NS) in relation to End of Year expectations.
- Written comments will be written in child-friendly language. Where necessary, children will have comments read to them, or verbal feedback given.
- A high standard of presentation is encouraged across school (**PAP**) however, where appropriate to age, task and ability, children should be actively encouraged to adapt their handwriting style in accordance to task, and edit and improve their written work, re-drafting where necessary.
- Marking is viewed as an opportunity to celebrate pupil success, raise self-esteem and encourage all children to work to their full potential.
- Stickers and rewards are used at the discretion of the class teacher.
- Negative written comments should be avoided unless deemed necessary by the class teacher.
- Reference to both PAP and NfS will be evident across school, with visual displays in all KS1 and KS2 classrooms.

Marking may be done by:

- The class teacher
- The class teacher alongside the pupil
- Pupil alone or with a partner (teacher will support and review this marking process)
- A teaching assistant (small groups only where the TA has completed the activity alongside the children and 'live' marking has taken place)
- A supply teacher
- Adult/peer support and feedback style given will be indicated in the following ways:
 - ✓ - work acknowledged by class teacher
 - T - teacher supported
 - TA - teaching assistant supported
 - P - peer supported or paired work
 - GG - guided group work
 - V - verbal feedback given
 - NS - next step

The outcome of marking and feedback at Our Lady of Lourdes RC Primary School:

- A **consistent** and **effective** system for marking pupils' work is evident throughout the school.
- Pupils know their work is valued by the class teacher.
- Pupils understand an acknowledgement of their work indicates they have completed their work to an acceptable standard.
- Pupils are aware their work will be reviewed by the class teacher using PAP, NfS and/or in relation to the learning objective of the lesson.
- Pupils understand the importance of accurate SPAG in their written work across all subject areas as the NfS acronym it is consistently referenced across all year groups.
- Pupils' progress and efforts are recognised, encouraged and rewarded.
- Pupils develop resilience as they are familiar with the process of editing, improving and completing corrections.
- Teachers have a secure understanding of individual/groups' strengths and areas to develop.
- Future lessons are planned and delivered based on pupil outcomes from the previous lesson.

Monitoring of marking and feedback at Our Lady of Lourdes RC Primary School:

- Marking will be monitored regularly by the Senior Management Team and subject coordinators.
- Monitoring will be done through moderation and book scrutiny, pupil interviews, lesson observations, learning walks and external inspections/visits.
- The marking and feedback policy will be reviewed in January 2026.

*Reviewed by M Fitton
January 2024*