Our Lady and St Rose of Lima Catholic Primary School

Marking and Feedback Policy 2026–2027

Learning, Living, Loving together in Christ.

1. Rationale

At Our Lady and St Rose of Lima Catholic Primary School, feedback is an integral part of high-quality teaching and learning. Its purpose is to help pupils recognise what they have understood and achieved, address errors or misconceptions and understand how to improve or move their learning forward.

Our approach prioritises live feedback during learning, where appropriate, enabling adults to respond to pupils' understanding and pupils to act upon feedback while they are engaged in their learning.

We recognise that effective feedback does not always need to be written or immediate. The form and timing of feedback should reflect the learning taking place and what will best support the pupil to make progress.

At OLSR, we focus on the quality and impact of feedback rather than the quantity of written marking.

2. Our Aims

- create an ongoing dialogue between adults and pupils about learning;
- recognise and celebrate what pupils know, understand and can do;
- identify and address errors and misconceptions;
- enable pupils to respond to feedback and improve their work;
- develop pupils' independence through self-assessment, editing and correction;
- encourage pride in the presentation and quality of pupils' work;
- use feedback and pupils' work to inform formative assessment and future teaching;
- ensure marking and feedback are purposeful, consistent and manageable.

3. Our Approach to Feedback

Feedback is part of the teaching process rather than something that routinely happens once learning has finished.

Teachers and teaching assistants continually check pupils' understanding through questioning, observation, discussion and pupils' work. This provides feedback to the adult about what pupils know and understand and informs what happens next in the lesson.

Adults provide feedback to the pupil, recognising success and identifying where further explanation, correction, practice, support or challenge is needed. Where appropriate, this takes place through live marking and verbal feedback, creating an ongoing dialogue between the pupil and adult.

Pupils should have opportunities to act upon feedback. Depending on the learning, this may involve correcting an error, editing or improving work, practising again, explaining their thinking or extending their response.

There is no expectation for lengthy written comments on every piece of work. Written marking should always have a clear purpose and contribute to learning.

4. Live Marking, Adult Review and Pupil Response

Live marking enables adults to provide feedback while pupils are engaged in their learning. It allows successes to be recognised, errors and misconceptions to be addressed and teaching to be adapted in response to pupils' needs.

Where verbal feedback requires a pupil response, pupils should be given the opportunity to act upon it. Green pen is used by pupils to demonstrate their response to feedback where appropriate. This may include corrections, editing, improvements or further learning.

All pupils' work should be marked in some form by an adult. Much of this will take place through live marking during the lesson. Teachers are also expected to review pupils' books following learning so that they have an accurate understanding of what pupils know, understand and can do.

This review is an important part of formative assessment. It enables teachers to identify errors or misconceptions that may not have been identified during the lesson and use this information to inform subsequent teaching. This may include adapting the next lesson, providing a next-day intervention, revisiting learning or addressing gaps through basic skills sessions.

This does not mean that every piece of work requires a written comment. Marking should remain purposeful and proportionate, using the agreed Marking Key to provide appropriate evidence of adult review and feedback.

Live feedback does not mean that every error must be corrected by an adult. Feedback should focus on the learning that is most important at that point and support pupils to become increasingly independent in identifying and improving their own work.

5. Marking at OLSR

A consistent whole-school Marking Key is used to support pupils and adults in understanding feedback:

- Purple pen – Teacher
- Black pen – Teaching Assistant
- Green pen – Pupil

The Marking Key includes agreed symbols for positive responses, impressive responses, spelling, presentation, verbal feedback, scaffolded or adapted learning, intervention and guided adult support.

Pink for Think is used by adults to identify errors requiring pupils' attention and correction, including missing capital letters or full stops, errors within the date or learning objective and incorrect number formation.

Where a pupil has received additional adult support, scaffolding, an adapted task or has worked as part of a guided group, this should be recorded using the agreed Marking Key so that the level of independence demonstrated is clear.

The Marking Key should support effective feedback; it should not create unnecessary marking. There is no expectation that every answer or sentence is individually acknowledged. Symbols and annotations should be used purposefully to support feedback, assessment and future learning.

6. Feedback and Marking Across the Curriculum

The principles of effective feedback are consistent across OLSR, but the form that feedback and marking take reflects the nature of the subject, the learning taking place and the age and ability of the pupil.

Subject	Feedback and Marking
English – Writing	Writing checklists identify the key expectations for the piece. Pupils may self-assess against these or adults may assess against them, providing live feedback as pupils write. For longer pieces of writing, feedback may be provided after the work has been completed and used to support editing and improvement in subsequent lessons.
English – Reading & Grammar	Feedback and marking predominantly take place live during the lesson, allowing errors and misconceptions to be addressed and pupils to improve their responses.
Mathematics	Feedback and marking predominantly take place live during the lesson. Errors and misconceptions are identified and addressed so pupils can respond, correct and improve their work.
RE	Work is live marked during lessons, with particular attention to the accurate spelling and use of key vocabulary and pupils' ability to recall and record the Direct Knowledge Statement (DKS). In EYFS, oral recall of the DKS is recorded on a class assessment sheet. In KS1, the DKS is placed in pupils' books and highlighted to show whether all or part of the statement has been recalled. Towards the end of Year 2, pupils begin to write some or all of the DKS in preparation for KS2. In KS2, pupils are expected to write the full DKS.
Science	Work is live marked, including attention to the accurate spelling and use of key vocabulary. Knowledge goals for the lesson are placed in pupils' books and assessed by the adult or through pupil self-assessment, according to age and ability.
History & Geography	Work is live marked, including attention to the accurate spelling and use of key vocabulary. Knowledge goals for the lesson are placed in pupils' books and assessed by the adult or through pupil self-assessment, according to age and ability.
Art & DT	Feedback is predominantly verbal and provided during learning, enabling pupils to develop and refine their work. Skills checklists are assessed by the adult or through pupil self-assessment, according to age and ability.
Computing & PE	Feedback is predominantly live and verbal, allowing pupils to respond, practise and improve. Evidence of learning is recorded through Seesaw, identifying the unit, lesson, skills being developed and the learning demonstrated through photographs or videos.
EYFS	Feedback is predominantly immediate and verbal through adult interaction, questioning and modelling. Where work is recorded in Reception books, live marking is completed alongside the child.

7. Self-Assessment

As pupils develop, they are encouraged to take increasing responsibility for reflecting on their own learning.

Where appropriate to their age and ability, pupils may use writing, knowledge or skills checklists to assess what they have demonstrated. Self-assessment should be meaningful and based upon clear curriculum expectations.

Adults retain responsibility for using their professional judgement to assess pupils' understanding and identify where further teaching, practice or support is required.

8. Presentation and Handwriting

We have high expectations for the presentation of pupils' work. Taking care over presentation encourages pupils to value their learning and ensures that their work clearly demonstrates what they know and can do.

Handwriting guideline books are used from Reception to Year 6 in all lessons that require writing. This supports pupils in developing and consistently demonstrating good handwriting across the curriculum, rather than handwriting being seen only as an expectation within English lessons.

Pupils are expected to take pride in the presentation of their work and respond when presentation requires improvement, in accordance with the whole-school Marking Key.

9. Mistakes and Editing

At OLSR, pupils are taught that making mistakes is a normal and valuable part of learning. For this reason, rubbers are not routinely used in most lessons.

Keeping mistakes visible enables pupils to recognise how their work and thinking have developed. It also provides teachers with valuable information about pupils' understanding and supports accurate formative assessment.

When a mistake is made, it should be crossed out neatly with a single horizontal line rather than erased. Corrections should be clearly recorded.

Where pupils edit or correct their work in response to feedback, green pen should be used. Pupils should become increasingly confident in identifying, correcting and editing their own work rather than expecting an adult to correct every error for them.

10. Spelling

Spelling feedback should be purposeful and appropriate to the pupil's age and stage of development. It is not necessary to identify every spelling error within a piece of work.

- high-frequency words pupils should be able to spell accurately;
- common exception words appropriate to the pupil's year group or stage;
- subject-specific vocabulary and key words, particularly where these have been explicitly taught and are available to pupils through word banks or other classroom resources.

The agreed spelling symbol from the Marking Key is used to identify spellings requiring attention. Pupils should then correct the identified spelling, using available resources where appropriate, and record the correction in green pen.

The purpose of spelling feedback is to help pupils recognise errors, apply their spelling knowledge and become increasingly independent in proofreading and editing.

Appendix 1 – OLSR Marking Key

The whole-school Marking Key forms part of this policy and sets out the agreed colours, symbols, checklists and subject-specific recording expectations used across OLSR.

Purple pen	Teacher	**Black pen**	Teaching Assistant	**Green pen**	Child

	Pink for think – Staff to highlight errors that need immediate fixing by the children. This includes missing capital letters, full stops, errors in the date/LO, incorrect number formation.
	Positive response or correct answer
	An impressive response
	Spelling (high frequency spellings and subject specific)
	Presentation needs attention
	Verbal feedback from an adult. This should be followed by green pen to show impact
	Scaffolded resources or adaptive task given
	Child has missed part of the lesson for an intervention. This should appear in the top corner of the page.
TS 1: _ **AS 1: _**	Ratio to show the child has worked in a guided group either with the teacher (TS) or assistant (AS)
T __ mins	This shows the child is working too slowly. T + minutes the child has had to complete the work so far. The work that follows should show improved pace.
Checklist for writing	There will be a stuck in checklist for adults to tick for independent writing (see below for example) LO: Planning a recount ☐ I can sequence events chronological order ☐ I can plan for description of events ☐ I can plan for description of character's feelings ☐ I can plan for suitable fronted adverbials (place/time/feeling)
Checklist for knowledge goals/skills	There will be a stuck in checklist for adults and children to tick for the following subjects: Science, Geography, History, Art, DT LO: Rise of Islam ☐ I know that Muslims believe that Muhammed was visited by the Angel Gabriel to receive the word of Allah ☐ I know that the Islamic Empire spread rapidly after Mohammad's death, from Spain in the west to Pakistan in the east. ☐ I know that the Islamic world made great contributions to western culture, including astronomy, philosophy and mathematics.
Seesaw	A comment should be put into the comments section saying: Unit being taught, Lesson number, skills being used (for PE and computing) and a commentary about what is happening in the photograph/video

	If Science, Geography, History, Art, DT then a note should say which knowledge goals have been met/evidenced.
RE	Adults should be marking against the Direct Knowledge Statements. • EYFS – Teachers to keep a class list record which codes the children's understanding of the DKS • KS1 – The DKS stuck in books and teachers to highlight in purple the parts the child has remembered • KS2 – Children to write out the DKS and teachers to highlight in purple the parts the child has remembered