



PADRE PIO CATHOLIC PRIMARY SCHOOL YSGOL GYNRADD GATHOLIG PADRE PIO

MARKING AND FEEDBACK POLICY

This Marking and Feedback Policy contributes to our Mission Statement:

'A Catholic family where we pray and learn in peace with each other. Together we take the message of Jesus to the world'

Our aim is to provide a high quality Christian Education based on the teachings of Christ in the Gospels, where each individual is a valued member of our community, and is able to develop his or her talent to the full. We aim to promote in all members of our community, faith and religious commitment, in accordance with the rites, practices and teachings of the Catholic Church.

The purpose of marking and providing feedback is to further the learning of every learner.

Introduction

The purpose of this policy is to make explicit how teachers mark learner's work and provide feedback. All members of staff are expected to be familiar with this policy and to apply it consistently.

It is important to provide constructive and specific feedback to learners, focusing on success and areas for improvement. This enables learners to become reflective learners whilst being given advice on how to close the gap between their current achievement and the next steps in their learning.

Aims of our Marking Policy

- To help learners learn and develop independence
- To contribute to learners' achievement, self-confidence, pride and ownership of their work
- To have consistent and manageable practices
- To use marking and feedback to inform assessment
- To encourage opportunities for both self and peer assessment
- To provide frequent feedback of a consistently high quality.

Principles that guide Padre Pio Catholic Primary School's approach to marking and constructive feedback

The key purpose of marking and feedback is to support the learner in their learning journey. Marking and feedback should:

- recognise, encourage and reward the child's effort and achievement, and celebrate success
- be directly linked to the learning objective/success criteria
- be manageable to staff and meaningful to the individual learner
- be part of an ongoing dialogue with staff and the learner
- allow specific time for learners to read, reflect, and respond to marking
- inform assessment and future planning
- give clear indicators of the next steps in their learning (if appropriate)

A positive attitude will be engendered at all times in open discussions. To encourage and avoid destroying a learner's confidence, staff will avoid marking every single mistake. It is better to pick out the most relevant mistake for the learner so that this may be used for future reference. A mass of symbols over a piece of work would totally bemuse most learners and offer no benefit. Marking should be sensitive to the needs of the learner.

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children. Marking should encourage learners; therefore, the teacher response is very important. There is a need to value what has been achieved in relation to what was demanded of learners. Marking should help learners avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the learner. The marking of learners' work should help future planning and should become the main vehicle for communicating assessment to the learners.

All learners are encouraged and reminded to self-correct, when appropriate. High standards of grammar, punctuation and presentation are encouraged, and mistakes are corrected as appropriate to the learner's age and literacy development.

Stickers, stamps, smiley faces, dojo's (or other in class rewards) may be awarded for good work.

Codes and Symbols

Day to day marking will involve the use of marking codes:

Marking code

I Independent work (where necessary)

G Group

P Paired

S Support

Supply to initial marking (Teacher to add "Supply" to learner's books if this is missing)

Mistakes worth noting will be identified through other symbols when it is felt that it is age/stage appropriate:

// New paragraph

O Highlight punctuation error or use green pen/highlighter

^ Missing words

✓ Tick correct answers

X Incorrect answers

Green pen/highlighter - pertinent spelling errors

When appropriate, staff will acknowledge the Learning Objective with a double tick if fully understood or one tick if there is some understanding.

Feedback

At Padre Pio Catholic Primary School, we embrace the principles of assessment for learning which involves using assessment in the classroom to raise learners' achievement. It is based on the idea that learners will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of assessment for learning is using marking and feedback strategies. Sharing learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance to plan next steps in their learning.

The school uses the following forms of marking and feedback:

Oral Feedback

It is important for all learners (especially younger learners and those with Additional Learning Needs (ALN) to have oral feedback when appropriate from the adult working with them. The adult should initially talk to the learner about how he/she has met the learning intention and then question the learner about a specific part of the work. This may be to aid a learners' understanding or to extend his/her learning.

Acknowledgement Marking

Not all pieces of work can be marked in great detail. Staff need to decide which pieces of work will be given detailed attention. For some pieces of work acknowledgement marking is sufficient.

This usually consists of ticks, crosses (limit number), underlining or circles and is associated with closed tasks or questions where the answer is either right or wrong. This can also be marked by the learners (depending on age), as a class or in groups. This type of marking may involve simple corrections or brief comments.

Success Criteria Checklists

Success Criteria checklists can be used in all Areas of Learning and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Bump it Up Walls

Bump It Up Walls are used across the school to provide clear, visual examples of success criteria, enabling learners to understand the progression of quality in their work and identify their next steps. It is intended that this will support learners to self-assess, set targets, and take greater ownership of their learning, matched to their age and ability.

Live Marking

Live marking is used during lessons to provide immediate feedback that helps learners correct and improve their work in the moment. Staff use it to address misconceptions as they arise, ensuring learners receive timely guidance that can support rapid progress.

Quality Marking

Feedback may focus first and foremost on the learning objective and/or success criteria of the task. The emphasis in marking should be on success and ways to facilitate improvement when measured against the learning objective. Focused comment should help the learner in 'closing the gap' between what they have achieved and what they could have achieved.

Examples of quality marking:

Tickled Pink and Green for Growth

Teachers where appropriate use pink and green pens when marking to indicate to pupils when the teacher is pleased with a particular aspect of a child's work (tickled pink) and to highlight areas that need attention (green for growth).

'Tickled pink' and 'Green for growth' highlighting to be used on written work (to begin with class teacher will model, possibly reinforced in plenary sessions on shared writing, to reinforce success criteria. This could be extended to self and partner assessment when embedded). Teachers should aim for more pink than green. Two areas should be highlighted in pink to show areas of strengths within the work linked to success criteria.

Green for growth could link to an individual target and should be one clear, focussed step for development. Learners are to have time to reflect on and respond to this marking at the beginning of the next session. A positive comment will be at the bottom of each piece of work.

2 Stars and a Wish

The stars, represented by a drawn star, will show the child two areas of strength within their work and the wish, represented by a 'W', will show the child an area to develop within their work. Learners will always have time at the beginning of the next session to reflect on and respond to this marking.

Learners should only be given feedback about the elements that the teacher has asked them to pay attention to. This means that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning intentions. **For younger or ALN learners, this could be verbal.**

Self-Evaluation

Learners are encouraged to evaluate their own work wherever possible. Learners can identify their own successes and look for improvement points. The plenary session can focus on this process. Examples of self-evaluation strategies include:

Smiley Faces

How I feel about my work today....		
		
Pupils may add a comment to clarify how accessible they found the task.		

Traffic Lights

This strategy is useful at various stages in a lesson to gauge the level of understanding.

Red – can't do it yet

Amber – not sure

Green – can do this

Paired/peer marking

Learners may sometimes mark work in pairs. Paired marking could include positive comments (stars) and a development point (wish). Learners need to be trained to do this through modelling with the whole class, watching the paired marking in action.

How will this policy be implemented throughout the school?

Implementation in the PS1 and Lower PS2

Reception

- In Reception learners are given feedback orally in a way which encourages them to value their learning and to be aware of their next steps.
- There will be simple comments related to the learning objective and oral feedback, along with stickers and stamps.
- 'Tickled pink' and 'green for growth' will be introduced in the summer term if it is felt appropriate
- Reflection is a key part of oral feedback and is implicit throughout all elements of the day
- Reward systems, which include stickers, sharing work with other practitioners, praise, smiley faces and sharing work with other learners is a key part of foundation phase practice
- Teachers/TAs to indicate level of support given using code: **I** = Independent, **G** = Group
- **S** = support, **P** = paired

Year 1 and Year 2

- In Year 1 and Year 2 the aim is to get the learners more actively involved with the feedback process while continuing to value their achievements. Learners should become increasingly confident about identifying their next steps **(in written form or verbally)**
- 'Tickled Pink' and 'Green for Growth' method can be used.
- Learners will regularly have a chance to reflect on what has been marked; this could be self-reflection, or it could be a discussion with teacher / TA / peers.
- Self and peer marking can be introduced when appropriate
- Quality marking needs to be done in all areas of learning
- Teachers to indicate level of support given using codes: **I** Independent work **G** Group
P Paired **S** Support

What should quality marking and feedback look like in Upper PS2 and PS3

- Marking is related to learning objective (LO) and success criteria (SC)
- Marking should also refer to targets from time to time
- Good evidence of the LO/SC should be highlighted pink and particular areas for development should be highlighted green
- Next steps comments should also be highlighted/written in green (not too wordy)
- Self and peer marking should be used regularly. (Learners should use a different coloured pen/pencil to the teachers' pen.)
- We will aim for most learners to be able to respond to next step comments with growing independence
- Quality marking needs to be done in all subjects
- Teachers to indicate level of support given using codes: **I** Independent work **G** Group
P Paired **S** Support

Monitoring and Review

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Head teacher's signature and date	N. McGinty
Chair of Governor's signature and date	C. Thomas