



**St Helens Primary School**

# **Marking and Feedback Policy**

Reviewed by: FGB

On: March 2025

Next review due: March 2026

Co-Chairs of Governors: Gary Booth Matthew Searle

Signature:

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## **Marking and Feedback Policy**

At St Helens Primary School we are committed to raising standards and providing the best education for our pupils. A consistent approach to marking is essential to support pupils' learning and raise awareness of how to improve further.

Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria.

Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team.
- Show consistent codes and procedures throughout the school

At least one piece of work in every learning journey should be marked in greater depth. (Maths and English)

All work is marked in green pen. Green and Pink highlighters are used to highlight good work and areas for improvement.

Children self-edit in blue pens.

### **Basic marking**

The learning objective and date will be at the top of all pieces of work. Basic marking would include one or some of the following:

- Verbal comments during the lesson and after lesson
- Assessing against the LO and SC
- Use the codes to mark; no comments need be written at the bottom
- Annotation of work and photographs by staff

### **Expanded Marking**

- Written comments are related to the learning intention and to moving pupil learning on, by addressing misconceptions, offering advice on how to improve, or providing further challenges for learning, and be appropriate to age.
- General comments may also be made about presentation, effort, improvement etc.

## **EYFS/KS1 Marking Scheme**

- Finger spaces are needed F
- Full stop needed FS
- Independent work I
- Work supported through teacher focus group S/S+
- Work supported by a teaching assistant TA

## **KS2 Marking Scheme**

- Correct work is marked by a tick ✓
- Incorrect work is marked by a cross/dot X / .
- Indicates a lack of clarity in meaning with ?
- Full stop needed FS
- Punctuation is incorrect or missing P
- Spelling error: correct spelling may be given or they need to look it up if they should know it. Please write correct spelling 3 times SP
- An omitted new paragraph is indicated by a // where the new paragraph should begin
- Independent work I
- Work supported through teacher focus group S/S+
- Verbal Feedback VF

## **Feedback and Marking in the Foundation Subjects**

Due to time constraints and manageability, foundation subjects are 'marked' with a tick to acknowledge that the work has been seen by the teacher

However at least one piece of work per unit per child should be marked in greater depth (expanded) using the criteria above.

In Science, two pieces per term will be marked to greater depth (expanded) against the criteria for Scientific Enquiry.