


St Anthony of Padua Catholic Primary School

Marking, Feedback and Presentation Policy



This policy was adopted by the governing body of St Anthony of Padua Catholic Primary School	Date: September 2024 Review Date: September 2026
By Name:	Nicola Spragg
Position and signature:	 Chair of Governors

'Following Jesus, we love, learn and serve'

Marking and Feedback Expectations

Early Years Foundation Stage (EYFS) Reception:

In Reception, learning objectives and success criteria are shared verbally or in written form, in a child friendly format.

Verbal feedback is essential within EYFS, where adults praise achievement and encourage children to enter into dialogue about their play, work, learning experiences and next steps for development. Children are given time to respond to discussion and ideas.

Adults in EYFS should annotate recorded work, and provide praise and the next steps. This process is most effective when shared verbally with the children whilst work is being undertaken. Tapestry is used to record and share observations and next steps with parents and subject leaders when practitioners feel that this is appropriate.

KS1 & KS2

- Teachers should assess all work against the learning objective, which should be clear, precise and measurable. It should reflect the desired learning taking place rather than describing completion of a task
- Objectives should be taken directly from curriculum planning (derived from the National Curriculum) but may be adapted where appropriate
- Successes should be ticked (double ticked if any outstanding features are identified) and any mistakes/ misconceptions should be indicated using the feedback key
- If the child has fully met the learning objective, the objective is highlighted green, partially met yellow and if the objective has not been met then it should be highlighted pink. When a objective is highlighted yellow or pink a next step but be identified for the child
- If the child has only partially met the objective (highlight yellow), feedback must be shared with the child, either through a wish or verbally to support the child in making corrections
- Marking Strips are used in KS1 to provide clear, visual feedback for key elements of writing (capital letter / full stops / finger spaces)
- Marking ladders to share success criteria should be used, where appropriate, for extended writing tasks, particularly independent writing
- In extended pieces of writing a clear next step must be given to move the child's learning forward.
- From Year 2 (from Spring 2) upwards, purple pen should be used for the children to edit pieces of writing or to make corrections.

Marking Ladders

General marking ladders should be used in all classes from Years 2 to 6 for extended pieces of writing as a means of communicating success criteria. See the example below:

Success Criteria	Pupil	Teacher
I have used commas for a list.		
I have used subordinating conjunctions.		
I have used coordinating conjunctions.		
I have used adjectives and adverbs.		
I have used expanded noun phrases.		
I have used three words from the spelling wall.		

Verbal Feedback

Throughout the school, it is essential that we monitor the learning of all children throughout each lesson. Verbal feedback based on formative assessment should be used throughout lessons to clarify understanding, address misconceptions, and move learning forward.

Other Marking Points:







- All marking should be completed in a green pen.
- The quality of marking and feedback will be monitored by the leadership team on a regular basis through learning walks and work scrutiny. Feedback from monitoring will be shared with all teachers to enable them to take note of positive areas of good practice and action any areas which require development.
- Feedback and marking should celebrate and reward success whilst informing pupils specifically what they need to do next to progress, strengthen or deepen through learning

Outcomes

Feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learner's achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. Pupils will know what they have to work on to improve the quality of their work.


The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

Marking Key: Reception, Year 1 and Year 2 (Until Summer 1) should use the following marking key for English:

					
capital letters	finger spaces	neat letters	sound out words	full stops	read it out

SP - Spelling Mistake –correct word should be written in the margin or time allowed for the child to find the correct spelling and write it in the margin in purple pen

C Concrete resources used

 circle the error (punctuation, grammar etc)

/ - Finger space

// - New Paragraph needed

Tick - Indicates a correct response or a good part of the child's work

Double tick - An exceptional phrase or sentence will be double ticked

VF - Verbal feedback given

TA - supported by a TA

T – supported by class teacher

I - Independent work – particularly important in Years 2 and 6

W - Indicates the wish for the next piece of work

Presentation Expectations:

- From Year 2 upwards all dates and Learning Objectives should be underlined with a pencil and ruler
- Each new lesson should start on a new page
- Pens should be introduced for those children with neat and legible handwriting from Year 4 upwards
- Worksheets should be trimmed and stuck into the children's books – no folding
- Tables and charts should be drawn with a pencil and ruler
- Maths work should be completed in pencil
- Work should be corrected or edited using the purple pen