St Mary's Catholic Primary School

Marking, Feedback and Presentation Policy

Approved by Governors: September 2026
Review Date: September 2029
Headteacher: Mrs Laura Concannon

Mission Statement

At St Mary's Catholic Primary School, we strive to live out our Catholic values in all aspects of school life. We recognise that effective feedback is one of the most powerful tools for improving pupil outcomes and helping children become confident, reflective and independent learners.

Our marking and feedback practices support pupils to understand their successes, identify areas for improvement and develop ownership of their learning. Feedback should be purposeful, manageable and focused on moving learning forward.

Aims

This policy aims to:

- Ensure consistency of feedback across the school.
- Support high standards of achievement and presentation.
- Provide pupils with meaningful opportunities to improve their work.
- Recognise and celebrate success.
- Develop pupils' independence and resilience.
- Support progress across the curriculum.
- Ensure feedback is manageable for staff and impactful for pupils.
- Promote high standards of handwriting through the Nelson Handwriting Scheme.
- Support the school's English curriculum, including Hamilton English and Read Write Inc.

Principles of Effective Feedback

Effective feedback:

- Focuses on learning rather than simply correcting work.
- Identifies successes and next steps.

- Is timely and meaningful.
- Encourages pupils to think and reflect.
- Promotes pupil independence.
- Is age appropriate.
- Provides opportunities for pupils to respond.
- Supports children in becoming self-regulating learners.

Research demonstrates that immediate verbal feedback and responsive teaching often have the greatest impact on pupil progress. Therefore, teachers may choose a range of feedback approaches depending upon the learning activity and needs of the pupils.

Forms of Feedback

Feedback may take a variety of forms:

Live Feedback

Teachers will frequently provide feedback during lessons through:

- Discussion
- Questioning
- Modelling
- Re-teaching
- Prompting
- Verbal guidance

This enables misconceptions to be addressed immediately and supports rapid progress.

Verbal Feedback

Verbal feedback is often the most effective form of feedback and may be given:

- Individually
- In groups
- During whole-class teaching
- During guided work

Teachers may acknowledge significant verbal feedback through the notation:

VF – Verbal Feedback

Whole Class Feedback

Teachers may use whole-class feedback sheets to identify:

- Common misconceptions
- Successes
- Areas for development
- Next teaching points

This allows feedback to be addressed efficiently and effectively without excessive written marking.

Written Feedback

Written feedback should be concise and purposeful.

Written comments may:

- Celebrate achievement.
- Identify a next step.
- Direct pupils towards improvements.
- Encourage reflection.

Teachers should avoid extensive written commentary which does not lead to pupil improvement.

Pupil Response and Improvement

Pupils should be given regular opportunities to respond to feedback through:

- Corrections
- Editing
- Improving vocabulary
- Re-drafting
- Answering questions
- Completing follow-up tasks

This process will be known as:

DIRT – Dedicated Improvement and Reflection Time

DIRT may take place:

- During lessons

- At the start of lessons
- During editing sessions
- During writing lessons

Evidence of improvement should be visible where appropriate.

Self and Peer Assessment

Children should be encouraged to evaluate their own learning and that of others.

Strategies may include:

- Success criteria checklists
- Learning reflections
- Partner discussions
- Editing partners
- Purple polishing responses
- Peer review

Self-assessment should help children understand:

- What they have achieved
- What they need to improve
- What their next steps are

Marking in English

Writing

Writing is taught through the school's chosen English curriculum and follows a structured writing process.

Feedback should support pupils at each stage of writing:

Planning

Teachers may provide guidance through:

- Discussion
- Vocabulary development
- Modelled examples

- Success criteria

Drafting

Teachers will:

- Confer with pupils
- Provide live feedback
- Address misconceptions
- Highlight successful examples

Editing

Pupils should be encouraged to:

- Proofread their work
- Correct spelling errors
- Improve punctuation
- Improve word choices
- Edit sentence structure
- Improve presentation

Teachers should guide pupils towards identifying and correcting mistakes independently wherever possible.

Spelling

Teachers will:

- Identify age-appropriate spelling errors.
- Encourage use of spelling strategies.
- Promote application of statutory spelling words.
- Support pupils in checking and correcting their own work.

Not every spelling error will be corrected.

Teachers should focus on errors linked to taught spelling patterns and curriculum objectives.

Grammar and Punctuation

Feedback should focus upon:

- Current learning objectives
- Common misconceptions
- Key errors which affect meaning

Children should be encouraged to identify and correct errors independently.

Marking in Reading

Feedback in reading should support:

- Fluency
- Decoding
- Vocabulary
- Comprehension
- Inference
- Retrieval skills

Teachers should use questioning and discussion to assess understanding and deepen thinking.

Marking in Phonics

Phonics teaching follows Read Write Inc.

Feedback should be immediate and corrective to ensure children:

- Pronounce sounds accurately.
- Blend successfully.
- Read words fluently.
- Apply phonics knowledge in writing.

Misconceptions should be addressed as they arise.

Marking in Mathematics

Feedback in mathematics should:

- Address misconceptions promptly.
- Encourage reasoning and explanation.
- Promote mathematical vocabulary.

- Support accuracy and fluency.

Teachers may use:

- Live feedback
- Verbal feedback
- Written prompts
- Follow-up practice

Pupils should be given opportunities to correct errors and explain their thinking.

Foundation Subjects

Feedback in foundation subjects should:

- Focus on learning objectives.
- Recognise achievement.
- Develop subject knowledge.
- Promote pride in presentation.

Feedback may be verbal, written or through whole-class approaches.

Presentation Expectations

At St Mary's, presentation reflects pride in learning.

All pupils are expected to:

- Write neatly and carefully.
- Present work to the best of their ability.
- Use one neat line to cross out mistakes.
- Keep books free from graffiti or doodling.
- Complete all work neatly.
- Follow teacher instructions regarding layout.

Date and Title Expectations

Reception

- Teachers may provide printed dates and titles where appropriate.

Key Stage One

- Date written by the teacher or pupils as appropriate.
- Learning objective clearly displayed.

Key Stage Two

Pupils should:

- Write the long date.
- Write the learning objective or title.
- Underline titles using a ruler.

Nelson Handwriting Expectations

The school follows the Nelson Handwriting Scheme.

Reception

Children will:

- Develop correct pencil grip.
- Learn accurate letter formation.
- Form letters using correct starting points.
- Sit letters correctly on the line.

Key Stage One

Children will:

- Form letters accurately.
- Develop correct orientation.
- Use consistent spacing.
- Begin learning joins according to the Nelson progression.

Key Stage Two

Children will:

- Develop fluent joined handwriting.
- Write legibly and consistently.
- Increase writing speed while maintaining quality.
- Apply joined handwriting across the curriculum.

Marking Codes

Code	Meaning
VF	Verbal Feedback
I	Independent Work
S	Supported Work
G	Guided Work
T	Teacher Assisted
✓	Correct
•	Check or Improve
HT	Head Teachers Award

Teachers should use codes consistently and only where they add value to pupil learning.

- **D/C** indicates **discussed with a child**
- **S** indicates **with support**
- **Group/class work** indicates not independent work but work generated in a **group or as a whole class**
- **VF** indicates **verbal feedback**
- Pink highlighted indicates– **Think/ Next Steps**
- Green highlighted indicates great – **Achieved**
- **Orange Highlighted** indicates **-'Almost there'.**

↓ Arrow pointing down indicates more **comments relating to growth** and development further down at the bottom of the page

- • (small dot) indicates **incorrect answer** **(crosses must not be used)**
- ✓ (tick) indicates **correct answer**
- Purple pen indicates child marking/ peer or self assessment

A laminated copy of these abbreviations is displayed for all children and all staff in every classroom.

Roles and Responsibilities

Teachers

Teachers are responsible for:

- Providing meaningful feedback.
- Maintaining consistent expectations.
- Providing opportunities for pupil response.
- Promoting high presentation standards.
- Supporting handwriting development.
- Monitoring progress and misconceptions.

Pupils

Pupils are responsible for:

- Responding to feedback.
- Taking pride in presentation.
- Editing and improving work.
- Applying handwriting expectations.
- Acting upon next steps.

Senior Leaders

Senior leaders will:

- Monitor implementation.
- Conduct book scrutinies.
- Undertake learning walks.
- Gather pupil voice.
- Support consistent practice across the school.

Monitoring and Review

The effectiveness of this policy will be monitored through:

- Book scrutiny.
- Learning walks.
- Pupil discussions.
- Moderation activities.
- Curriculum leadership reviews.
- Handwriting monitoring.
- Assessment outcomes.

The policy will be reviewed every three years or sooner if national guidance or school priorities change.

At St Mary's Catholic Primary School we believe that effective feedback, high expectations and excellent presentation enable every child to achieve their full potential and take pride in their learning.