St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

Policy Title:	**Marking & Feedback**
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1.0	*11.07.22*	*SCC Minutes 28.06.22 FGB Minutes 11.07.22*	*New federation policy, reviewed by Standards & Curriculum and ratified by FGB*	*July 2024*
1.1	*22.11.22*	*SCC Minutes 22.11.22*	*Revised wording re use of green pen*	*Nov 2024*
1.2	*14.11.23*	*SCC Minutes 14.11.23*	*Policy re-worked by SLT as agreed by SCC on 26.09.23. Changed to annual review. Approved by SCC.*	*Nov 2024*
1.3	*25.11.25*	*SCC Minutes 25.11.25*	*Rewording of policy as agreed in February 2025.*	*Feb 2026*
1.4				

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St John and St Nicolas Schools Federation

Marking & Feedback Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

At the St John and St Nicolas Federation, we believe that all children should receive constructive feedback on their work focussing on success and improvement against learning objectives. Feedback should help children to become reflective learners and to close the gap between current and desired performance.

Assessment of children's work should be a two-way experience, with children having opportunities to self-assess their learning and receive meaningful feedback from their teachers to enable them to develop their learning further.

Marking should allow the teacher to assess clearly how well a child has achieved and should provide opportunities to feedback to children on how they can make the next step.

Aims:

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Measure progress against targets, school or national expectations
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

What does marking and feedback look like?

The type of feedback should be decided by the teachers based upon the content of the lesson, the learning objective, the support provided in class and the next steps for learning. All lessons will have a clear learning objective and success criteria to enable children to see their progress during a lesson. Marking and feedback will be in green pen so that it is clearly visible and any feedback from children will be in purple pen. All books will have a form of marking regularly.

Teacher Marking

- Teachers will employ a variety of strategies for marking books based upon the work that has been completed
- Marking codes will be used as detailed below to highlight errors and changes needed in written work
- Use of success ladders to identify if key criteria has been met
- Written feedback on how to improve a piece of work or extend it to challenge the child
- Corrections and examples of how a question should be answered
- Use of stickers to show good work

St John's Marking Code

Marking Code	Meaning
I	Independent work
G	Guided work: You worked with your teacher in a focused group to achieve this work
V	Verbal: We talked about this work together
✓	Work has been completed to expected standard
S	Taught and marked by a supply teacher: Your supply teacher will initial so you can remember who taught you. Please sign & date in green pen HLTA staff sign work completed work taught/marked during lesson

St Nicolas Marking Code

Marking Code	Meaning
I	Independent work 9where relevant)
G	Guided work: You worked with an adult in a focused group to achieve this work
V	Verbal: We talked about this work together
✓	Work has been completed to expected standard
SP (with word underlined)	Spelling needs to be written out 3 times correctly

At St Nicolas school other forms of marking are also used:

Self-Assessment

- The teacher provides the children with the answers to enable them to mark their own work, allowing them to see if they have understood the concept
- Children review their work against the learning objective and success criteria to see how their work could be improved
- RAG rating their work against the success criteria to reflect on the lesson

Peer Assessment

- Peers assess each other's work using a success ladder created by the teacher
- Comments and feedback are given by other children against the success criteria given at the beginning of the lesson
- Children work together to improve pieces of work with guidance from the teacher

Purple Pen Reflection

This is a time when children can reflect on the marking in their books. This may be a set time each day or at the beginning of each lesson. The time needed for purple pen reflection will be based on the amount of reflection the teacher feels is required. Children should be taught how to respond, what the marking codes may mean and the purpose of them doing so.

Purple pen time should:

- Be an opportunity for children to reflect on the feedback from their teacher
- Correct errors and make improvements
- Guided groups can be taken if a particular misconception or error was found in a number of children's books
- Completed in purple pen