ST. JOHN WITH ST. AUGUSTINE CE
PRIMARY SCHOOL
MARKING and FEEDBACK POLICY
2026

Our Christian Vision

With God's help, together, we aspire, achieve and believe

Our children tell us they love having a short positive comment or symbols that tell us that they have done well.

PURPOSE

This policy provides clear guidance for making and feedback to ensure a commonality of expectations and consistency of approach throughout school.

RATIONAL

Marking is a key element of the assessment process. Quality marking and feedback recognises achievement, supports reflection, and helps children to close the gaps. Effective marking enables children to understand what they have achieved, what they need to improve and how to move forward.

AIMS

- Provide prompt, regular verbal or written feedback with clear suggestions for improvement.
- Ensure teachers and pupils understand the learning object and success criteria for each task.
- Encourage pupils to reflect on the feedback and respond quickly and meaningfully.
- Celebrate effort and attainment.
- Provie time for pupils to act on feedback within the lesson or as soon as possible.
- Involve pupils in understanding where they are in their learning, where they are going, and how to get there.
- Inform future planning and teaching.

GENERAL GUIDANCE

Learning Objectives and Success Criteria

- Learning objectives must be taken from the National Curriculum and written using measurable, active verbs.
- Success criteria and tasks may be adapted to enable pupils to meet the learning objective.
- Achievement is judged against the learning objective, not the format of the work. Pupils may demonstrate learning in ways other than writing (adaptive lessons/ activities).

Feedback During Lessons

- All pupils' work will be seen during the lesson by the teacher or teaching assistant.
- Feedback may be verbal, through indication marking, or through written comments.
- All work must be acknowledgement marked and highlighted blue/green to show if they have achieved the learning objective.

Spelling, Grammar and Punctuation

- Not all errors are corrected in every piece of work.
- The principle is: *"If you expect it, correct it."*
- Teachers should correct spellings appropriate to the child's ability and year-group expectations.
- KS1 teachers should expect accurate use of previously taught phonics.

Responding to Feedback

- Pupils respond to next steps using the *Responding Red* system for their Key Stage.
- Teachers check pupil responses and acknowledge them using blue or green marking.

Marking Codes

- **Brilliant Blue:** Positive points and acknowledgement comments.
  A blue highlighted square on the top outer corner indicates the learning objective has been met.
- **Growing Green:** Errors or areas for development.
  A green highlighted square on the top outer corner indicates the learning objective has not been met. *Catch up or intervention to be given to close the gaps
- **Responding Red:** Pupil responses to feedback (red pen in KS2).

Evidence and Progress Tracking

- Pupil books provide evidence for teachers and subject leaders.
- Progress is monitored termly using blue/green judgements.
- Consistent blue indicates age-related expectations.
- Frequent green indicates the need for additional support, differentiation, or SENCO involvement.

Progress can also be assessed using this simple sheet by looking to see if a child is maintaining expected progress, ie: Blue each term or whether the child's progress has halted ie: judged green "Not met the expected standard for that term". If this is the case it would be expected that the teacher works with the SENCO and alters their own planning accordingly to account for further differentiated measures.

Eg: Autumn Term

Name	RE	Science	History	Geography	Art	PE	Music	FL	PSHE	DT
Joe										
Anna										

If a child is generally achieving blue judgements for the overwhelming majority of lessons they can be deemed to be working at age related expectations (Marked blue on the termly spreadsheet). However, if a child is struggling to meet the learning objectives the teacher should be acting on this through in class support, better differentiation and altering their plans accordingly. If the termly judgement is judged to not be meeting the age related expectation then a green box will be completed, but further support from Key Stage leaders and the SENCO should be used.

SUBJECT SPECIFIC GUIDANCE

English Books:
All pieces of work to be acknowledge marked and highlighted to show if a child has met the learning objective. Teachers use KLIPs objectives for reading and writing to support ongoing assessment.

Maths Workbooks (Maths No Problem): All pupils work should be marked every day. All workbook answers should be **ticked (in blue)** or a **blue dot (in green).** All maths workbooks will be acknowledged marked.

Maths Journals:
Journals are a form of Teacher Assessment. They are used for teachers to assess what their pupils understanding of the concept is. Therefore, work and responses can be ticked in blue, underlined in green (if errors) and a blue acknowledgement comment. Highlight blue or green in the top outer corner to show if they have met the learning objective.
This ongoing assessment will steer the teacher towards making their judgements at the end of the term/year.

Curriculum Books
All work will be acknowledged with a comment and highlighted in the top corner (blue/green) to show if a child has/ hasn't met the learning objective.

Assessment for Learning (AfL)

The teacher will still overlook AfL marking and make appropriate comments at the end of the piece for these children, eg: “Good work!” or “Well done!”

SEN (Maths and English)

Pupils working significantly below age-related expectations will be assessed using PIVATS.

STRATEGIES FOR QUALITY MARKING

Organisation and Practice

- Teachers prioritise pupils who need additional support, enabling them to work independently where possible.
- Feedback should guide pupils positively and encourage independent thinking and problem-solving.
- Marking codes must be shared with pupils so expectations are clear.
- Learning objectives must be specific, measurable, and child-friendly.
- Success criteria must be appropriate and measurable.
- As many pupils as possible should receive feedback during the lesson.
- All work must be reviewed before the next lesson, with annotations or comments added as needed.

Non-Negotiables

- Every piece of work must include an acknowledgement comment and a blue/green highlight in the top corner.
- Teacher handwriting must be clear, correctly modelled, and consistent with the school’s handwriting style.
- Marking must be neat, purposeful, and efficient.
- Challenges should be provided when tasks are too easy.

MONITORING

All staff must be familiar with and consistently apply this policy.

Marking will be monitored and moderated by the HT, DHT, and subject leaders through work scrutiny.

Approval Date: Curriculum Committee Spring 2026

Review Date: Curriculum Committee Autumn 2028

Marking key for written feedback 2026

blue tick	✓	correct work
wavy underline in green		SPaG error
blue dot		incorrect answer (maths)
highlight top outer corner in blue		LO achieved
highlight top outer corner in green		LO not achieved
S in green	S	work has been supported
VF in green	VF	verbal feedback given
red pen	abc	KS2 to respond in red pen