St. Nicholas Catholic Primary School

Policy on Marking & Feedback

Policy Written & Agreed: _____

Ratified by Full Governing Body: November 2026

To be reviewed: September 2027

St Nicholas Catholic Primary School
Marking and Feedback Policy 2026

At St Nicholas, we recognise that effective feedback is an integral part of teaching and learning, rather than simply an exercise in marking pupils' books. Feedback should be timely, purposeful and responsive, helping pupils recognise their successes, address misconceptions and make progress in their learning. Verbal feedback, live marking and responsive teaching are prioritised over lengthy written comments. The effectiveness of feedback is judged by its impact on pupils' learning, not the volume of marking in books.

Expectations on planning:

- Clear Learning Objective identified.
- LO shared with pupils is child-friendly & accessible (possible use of Widgit symbols).
- Key questions identified for each stage of the lesson.
- Intentional pedagogical choices signalled either on planning document or lesson slides.
- Where an agreed lesson format exists this should be used.

Marking and Feedback during the lesson:

Modelling

Adults use effective modelling techniques, including visualisers and concrete resources, alongside regular checks for understanding and retrieval practice to identify and address misconceptions at individual, group or whole-class level.

Verbal feedback

- Adults provide specific verbal feedback during the lesson, using green to highlight strengths and pink to identify areas for development (VF).
- Pupils use their purple pen to respond to and act on adult feedback immediately.
- Responses should demonstrate improved understanding, correction of misconceptions or further challenge, rather than simply acknowledging that feedback has been received.

Spellings

- Key spellings are identified and corrected.
- KS1 pupils write each spelling once (sp x1)
- KS2 pupils write each spelling three times (sp x3)
- These must include high-frequency words, statutory spellings, recently taught RWI spellings and/or subject-specific vocabulary.

Feedback against the Learning Objective

Teachers indicate whether the Learning Objective (LO) has been met by highlighting it in green (achieved) or pink (not yet achieved).

All pink Learning Objectives (LOs) must be addressed promptly through appropriate responsive teaching, with the action evident in pupils' books. This may include:

- Individual follow-up with the teacher or TA.
- Targeted small-group follow-up.
- Further modelling or explanation within the lesson.
- A retrieval or consolidation starter in the next lesson.
- Adaptation of whole-class teaching to address a common misconception, ensuring pupils have secured the necessary knowledge and understanding before moving on in the curriculum.

Independent writing

Teachers should mark each piece of independent writing, as identified in the medium-term English planning, using Two Stars and a Wish. Feedback should focus on the foundational writing skills and the key learning from the current unit. Following each independent writing assessment, pupils' attainment should be evaluated and plotted against the relevant year group's Teacher Assessment Framework (TAF) to monitor progress, identify gaps and inform future teaching.

Handwriting and Presentation

Handwriting curriculum

- Age-appropriate St Nicholas presentation guidelines are displayed inside the front cover of all pupils' English, Maths and RE books.
- All adults maintain high expectations for pupils' presentation and handwriting. Handwriting follows the school's Handwriting Curriculum, supported by specialist handwriting-lined English books to promote consistency, fluency and progression.
- In all subjects except Maths, pupils write in handwriting pen from September of Y4.
- All pupils use pencil for Maths activities except when responding to feedback using a purple pen.
- Age- and stage-appropriate foundational skills, including number and letter formation, are corrected and misconceptions addressed promptly.

Teacher resources required:

- Green highlighter
- Pink highlighter
- Blue biro

Additional information:

'Step for Depth' tasks and questions are used in RE books at least once a week to deepen theological understanding, encourage connections and explore Sources of Wonder.