



# St Mary's Hampton

## Church of England Primary School

*Learning, belonging and growing together,  
In mind, body and spirit,  
With Jesus by our side.*

Review Frequency: Annual  
Next Review: Summer 2025  
Review Committee: Teaching & Learning Committee  
Agreed: Summer 2024

A handwritten signature in blue ink, appearing to read 'M. White'.

**Signed:**

**(Headteacher)**

### MARKING AND FEEDBACK AT ST MARY'S

#### AIMS

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;

- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

#### HOW WE FEEDBACK TO PUPILS

At St Mary's, we believe that marking and feedback should be **meaningful, manageable** and **motivating**.

Most marking and feedback will occur within the lesson; teachers do not waste time deep marking work after the lesson as this has little impact on pupil progress. We trust the professional judgement of teachers to plan for the most appropriate type of feedback depending on the lesson. Teachers will use a range of feedback as outlined below.

Type	What it looks like	Evidence
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class.</li> <li>• Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.</li> <li>• Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.</li> <li>• Praises effort and contributions.</li> </ul>	Lesson observations; learning walks.
<b>Responsive (catch-up)</b>	<ul style="list-style-type: none"> <li>• Takes place after the lesson or activity with individuals or groups.</li> <li>• Addresses knowledge from the lesson or activity or missing prior knowledge.</li> <li>• Often given verbally with time to rehearse knowledge immediately.</li> <li>• Usually delivered by a teaching assistant based on guidance from the teacher.</li> <li>• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.</li> </ul>	Learning walks; catch-up observations; book looks.
<b>Summary (feed-forward)</b>	<ul style="list-style-type: none"> <li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit and completing a 'feedback grid'.</li> <li>• Identifies key strengths and misconceptions for the class or sub-groups.</li> </ul>	Lesson observations; learning walks; feedback grids; book looks.

	<ul style="list-style-type: none"><li>• Takes place during the following lesson.</li><li>• Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups.</li><li>• Allocates time for editing based on feedback given or rehearsal of knowledge.</li><li>• May involve some peer support or support from a teaching assistant.</li><li>• Usually delivered by the teacher.</li></ul>	
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**Teachers will:**

- Start with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling they've already done in the lesson.
- Refer to the learning objective (WALT) when providing feedback for children.
- Use green pen to mark and give feedback.
- Show children good examples of work and anonymised errors to highlight expectations and model how to edit work.
- Use a pink highlighter to identify what the children have done well in their writing and a green highlighter to identify what the children could improve in their writing. Children can also use these same colours to peer/self-assess.
- Ask children to use purple pens to self-mark and edit their work.
- Use symbols where appropriate, after their meaning has been explained. These will be age appropriate and provide quick, visual feedback for the children.
- Use stamps to feedback where appropriate.





Marking to be done in green pen.

Children respond using purple polishing pens.

# KS1 Marking Key

What you did well in your work.



What you could do to make your work even better.



Incorrect answer.



Work completed independently.



Work completed with adult support.



Verbal feedback given during lesson.



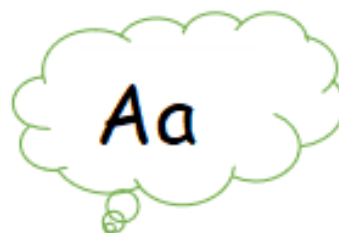
Spelling mistake – please copy out correction three times.



Remember your finger spaces.



Remember your capital letters.



Remember your full stops.



Check your work makes sense.





Marking to be done in green pen.



Children respond using purple polishing pens.

# KS2 Marking Key



What you did well in your work.



What you could do to make your work even better.



Incorrect answer - try again.



Work completed independently.



Work completed with adult support.



Verbal feedback given during lesson.



Spelling mistake - please copy out correction three times.



You have missed out a word.



Add more to your sentence.



Start a new paragraph.

