

St. Michael Catholic Primary and Nursery School

Marking And Feedback Policy



"I came so that you may have life, life in all its fullness" John 10:10

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

Introduction

Feedback and marking are vital elements of effective teaching and learning. At St Michael Catholic Primary and Nursery School, they are regarded as an integral part of our role as teachers and should always be completed to a high standard. Feedback is first and foremost the most effective interaction between teacher and pupil. It is a way of acknowledging pupils' work, checking understanding, recognising success and identifying next steps in learning.

The primary purpose of marking and feedback is to improve pupil progress. Feedback should help pupils understand what they have achieved, identify misconceptions and know how they can improve. It should also provide teachers with valuable information that informs future planning and teaching.

At St Michael Catholic Primary and Nursery School, we recognise that effective feedback does not always require extensive written comments. Feedback may be delivered verbally, through live marking, whole-class feedback, peer assessment, self-assessment or written comments. The method used should be the most effective way of improving learning and securing progress for pupils.

Our approach focuses on providing meaningful feedback that helps pupils move forward in their learning whilst remaining manageable and sustainable for staff. We value professional judgement and recognise that the most effective feedback will vary according to the age of the pupils, the subject being taught and the learning taking place.

At St Michael Catholic Primary and Nursery School, we believe in three main principles of marking and feedback.

Feedback should be:

- Meaningful
- Manageable
- Motivating

Meaningful

Feedback should support pupils in understanding their learning and identifying their next steps. Feedback will vary according to the subject, age group and learning intention. Teachers are encouraged to use professional judgement to determine the most effective feedback strategy and to incorporate outcomes into subsequent teaching and planning.

Manageable

Marking and feedback practices should be proportionate and sustainable. The frequency and type of feedback should consider its impact on pupil progress and the workload of staff.

Effective feedback does not necessarily require lengthy written comments and should be used where it has the greatest impact on learning.

Motivating

Feedback should encourage and motivate pupils to improve their work and achieve their full potential. This does not always mean extensive written comments or universal praise. Short, focused comments, verbal feedback and appropriate challenge are often the most effective ways to move learning forward. Feedback should encourage pupils to take responsibility for improving their work and developing independence as learners.

In Summary

At St Michael Catholic Primary and Nursery School, our aims and objectives regarding marking and feedback are that it should:

- Be seen by children, staff and parents as an important part of the learning process.
- Be completed and returned to children in a timely manner and certainly before the child begins their next piece of learning.
- Relate to Learning Objectives, Success Criteria/Steps to Success and individual pupil targets where appropriate.
- Be used as a stimulus for children to reflect on the next steps in their learning.
- Inform the teacher's future planning.
- Provide pupils with clear next steps where necessary.
- Celebrate achievement and recognise progress.
- Promote pupil independence and ownership of learning.

Marking Expectations for Each Subject

English

In everyday Literacy/English lessons, examples within the work that are evident of the Learning Objective having been achieved should be highlighted green. If the Learning Objective has not been met, a pink comment should be made to indicate where the child has gone wrong and address misconceptions, which the children will complete in purple pen.

During the drafting and writing stage of the English learning journey, the first writing draft will receive focused feedback that identifies strengths, addresses misconceptions and provides clear next steps for improvement. These may be provided through written

comments, verbal feedback or live marking. Children will respond to this feedback using their purple "polishing" pens.

In extended writing (the final piece), the work should be marked with a green highlighter and a green pen to celebrate the children's success. This piece should include a celebratory green comment alongside it.

Children should be given opportunities to self-assess or peer-assess, where appropriate, to reflect upon and evaluate their learning journey.

Maths

In Maths, all correct answers should be identified in green and any mistakes identified in pink.

If a child has any pink in their book, they should correct this in purple pen. Where a child has not met the Learning Objective due to misconceptions, a pink intervention slip may be placed over the work and an intervention should take place as soon as possible.

There may be times when Verbal Feedback (VF) will be written on the work, with the child recording in purple pen the key points discussed with the teacher or adult and the agreed next steps.

Where appropriate, children should be encouraged to self-mark and peer-mark work using purple pen.

Religious Education

Religious Education should be marked with sensitivity, depending on the task and Learning Objective being taught, and should reflect Knowledge and Understanding (learning about), Engage and Respond (learning from), and spiritual reflection.

Essential vocabulary for the lesson should be highlighted in green and displayed for children's reference. Keywords and vocabulary should be addressed through feedback and spelling corrections where appropriate.

Spelling and punctuation errors can be addressed, but marking should remain focused on Religious Education learning.

Teacher comments should promote higher-order thinking and reflection.

Where appropriate, teachers may use a purple lightbulb question to deepen thinking, consolidate learning and extend pupils' understanding.

There may be times when Verbal Feedback (VF) will be recorded on the work, with the child responding in purple pen.

Science

In Science, examples within the work that demonstrate successful achievement of the Learning Objective should be highlighted.

Where appropriate, teachers may use a purple lightbulb question to deepen understanding, develop scientific thinking and address misconceptions.

There may be times when Verbal Feedback (VF) will be written on the work, with children responding in purple pen.

Children should return to mind maps throughout a unit of learning to make additions in purple pen.

A quiz should be completed at the end of each unit to assess learning.

Any misconceptions, including the incorrect use or spelling of scientific vocabulary, should be addressed through pink feedback.

History and Geography

In History and Geography, examples within the work that demonstrate successful achievement of the Learning Objective should be highlighted.

Where appropriate, teachers may use a purple lightbulb question to deepen thinking, encourage comparison and develop wider understanding.

Verbal Feedback (VF) may be recorded where verbal discussion has taken place.

Children should return to mind maps throughout the unit to make additions in purple pen.

A quiz should be completed at the end of each unit to assess learning.

Any misconceptions, including incorrect or inappropriate use of subject-specific vocabulary, should be addressed through pink feedback and responded to by the child in purple pen.

The Arts (Art, Music and DT)

In Art, DT and Music, there is an expectation that assessment will be child-centred and linked to success criteria identified during the lesson. Teachers and pupils should work together to establish clear learning expectations.

Children should be given opportunities to self-assess and peer-assess in order to reflect upon and evaluate their learning journey.

Catholic Social Teaching (CST)

Incorporating Catholic Social Teaching into every facet of our curriculum is paramount in fostering a holistic education that aligns with our school's deeply rooted values. CST provides a moral compass that transcends academic subjects, guiding our pupils towards a profound understanding of compassion, justice and the dignity of every individual.

By infusing CST principles into subjects ranging from Science to History, we not only impart knowledge but also cultivate a sense of responsibility towards society. Through this integrated approach, pupils learn to view the world through a lens of solidarity, prioritising the wellbeing of the marginalised and vulnerable.

This holistic educational experience empowers our pupils to become not only knowledgeable learners but also compassionate advocates for positive social change, ensuring they carry the transformative teachings of CST into their lives beyond the classroom.

Lightbulb Questions

At our school, lightbulb questions serve as a means of deepening understanding and encouraging reflection, rooted in the principles of Catholic Social Teaching.

These questions are designed to do more than simply revisit learning; they challenge pupils to think critically, make connections, justify viewpoints and reflect on how their learning links to justice, compassion and human dignity.

Lightbulb questions help pupils consolidate learning, develop reasoning skills and apply their understanding in meaningful ways.

General

- All books should be acknowledged through marking, highlighting, feedback or intervention as appropriate.
- Mistakes and misconceptions should be addressed through pink feedback or interventions and should be evidenced through pupil responses in purple pen.
- Where intervention has taken place, evidence should identify who led the intervention.
- All pink comments should be responded to in a meaningful way. Time should be provided where necessary for pupils to respond and improve their work.
- A child-centred approach to marking and feedback should be evident across the curriculum.
- Opportunities for self-assessment and peer-assessment should be provided regularly across the curriculum where appropriate.

Use of Highlighters and Pens

- Highlighter pens should be used by teachers to identify areas for pupils to proofread, edit or review.
- Green highlighter indicates "Great".
- Pink highlighter indicates "Think".
- Teacher comments should be written in green or pink biro.
- Teachers should never use red pen in children's books as this can be demoralising and does not distinguish clearly between celebration and improvement points.
- Pupil comments, peer assessments, self-assessments and editing should be completed in purple pen to demonstrate that feedback has been considered and acted upon.
- Children should be given opportunities to review and respond to feedback at the earliest appropriate opportunity following marking.

Monitoring and Review

This policy will be reviewed annually to ensure that feedback and marking practices remain effective, manageable and aligned with current educational guidance, school priorities and the needs of pupils and staff.