

ST WILLIAM OF YORK



Catholic Primary School

Brockley Park, Forest Hill, SE23 1PS

Feedback & Marking Policy



OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.

Policy Review

Policy Reviewed On	February 2026	Signed:	<i>H Mayers</i>
Governing Body Ratification	February 2026	Signed:	Governors
Next Review Date	February 2028		



LAST REVIEWED ON
03/02/2026

Managing Marking

Making Progress Policy

Aims

It is vital that our approaches to marking and feedback are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning, so that children make rapid progress in all subjects.

A consistent approach is used for feedback & marking in all areas of the curriculum. It is important that the child recognises the purpose of the feedback & marking and then benefits from it. Marking and feedback redirects or refocuses either the teacher's or the learner's actions to achieve progress. Time must be given to consider, correct and improve the work as a consequence from the feedback.

Feedback & Marking needs to be specific, accurate and clear. It must be consistent and regular and may come in many forms (e.g. written, verbal, self assessment, peer feedback etc). Feedback should be about challenging and extending children's skills and knowledge, and give them the opportunity to respond. Marking needs to differentiate between errors (misunderstandings) and mistakes. Marking should be meaningful, manageable and motivating for the pupil.

Approach

There are three ways that feedback is provided:

Type	When/How?
Fast Feedback	Verbal feedback during the lesson
Friendly Feedback	Self-assessment at the end of the lesson
Focused Feedback	Teacher uses coloured stickers to show whether pupil has met the objective after the lesson

Fast Feedback

Fast Feedback will be used during a teaching session. Teachers and/or Teaching Assistants will intervene and provide support to move learning on, clarify or challenge a pupil to ensure that they are making progress. The pupil or adult may annotate their work with **FF** to indicate 'Fast Feedback' to acknowledge that they have been given guidance to improve their work.

Friendly Feedback

Pupils will be asked to place their finished work in one of 3 coloured trays to indicate their own assessment of their learning. The 3 trays are: Blue, Green and Pink. Pupils will make their own assessment initially against the Success Criteria. In some lessons, the 'Must/Try/Brave' replaces the Success Criteria and pupils will assess against the Must and Try. They will make a self assessment of 'Pink' if they can provide evidence that they have included the 'Brave' element in their work.

It is important for children to evaluate their own progress and learning, and to develop the necessary skills to reflect on their progress. This will enable them to identify areas for improvement and seek ways to address challenges and difficulties that they encounter.

Further explanation of the Colour Coding is as follows:

Pink – *I have mastered and I can explain it to someone else*

Green – *I have achieved this and I can apply it in the next lesson*

Blue – *I would like some help*

Focused Feedback

After the lesson, teachers will evaluate progress and make an assessment, against the Success Criteria or Must/Try/Brave. Teachers will judge whether the child is ready to move on, needs more practice or needs additional teacher input to understand the task. The teacher will use the same coloured stickers to match the coloured trays.

Pink: (Mastered) The pupil has mastered this learning objective and can apply it in their learning.

Green: (Achieved) The pupil has achieved the learning objective but needs further experience in mastering this area.

Blue: (Working towards) The pupil may have a misconception or may need an aspect retaught in order to achieve the learning objective.

If a child is given a blue sticker, the teacher will plan for some targeted support for that child in the next lesson. If the teacher then judges that the child has understood, either the follow up work or the same piece of work will be given a Green sticker.

This needs to be done at the end of each day, so that teachers can use this information to plan for the next steps, the following day.

Teachers need to ensure that all children receive feedback throughout the week or unit of work. The exact time and number of feedback sessions will inevitably vary from child to child.

There is no expectation of a particular type of note or record-keeping; teachers must be responsible for this to inform planning and assessment.

There is not an expectation that teachers should write lengthy responses to a piece of work. Effective feedback is in the quality of teacher/pupil interaction and discussion.

Success Criteria

The teacher will plan the lesson with clear Success Criteria so that pupils understand the learning within the lesson and be aware of the expectations for learning.

Must/Try/Brave

Teachers may use Must/Try/Brave instead of Success Criteria to provide children with opportunities to meet the lesson's Success Criteria (Must) and give them the opportunity to apply previously taught objectives or challenges that deepen their understanding (Try/Brave).

These must be differentiated to ensure that pupils are supported and challenged, to meet their own targets.

Symbols to be used when marking




Teachers will use symbols for marking to address issues (e.g. spelling and punctuation). The school has agreed the following table of symbols and prompts for correction, feedback and marking (this can be found in Appendix 1).

Different coloured pens:

- Purple: Teacher or Teaching Assistant
- Green: Pupil editing
- Other: transcribing or scribing

Appendix A: Symbols to be used when marking

These symbols will be introduced as and when appropriate to the child's ability, age and understanding.

Wrong case either upper or lower	<u>Straight underline</u>
Spelling mistake	<ul style="list-style-type: none"> Underline with a wavy line and write the correct spelling if an adult correcting. No more than six corrections per piece of work 
New paragraph	//
Punctuation missing	Write in or P in the margin. If put in full stop, over-write following capital letter.
Omission	^ for missing letters, words or phrases
Word or meaning unclear	?
Annotation to indicate work has been discussed	VF (verbal feedback)
Correct	✓
Incorrect	Dot . or wavy line 
Use focussed marking reflecting the learning objective to measure the learning outcome	Next steps (teacher, peer and self marking) 
Coloured pens	Purple: Teacher Green: Pupil editing Other: Transcribing/scribing
If the child makes the same sort of mistake, write something to show that you have noticed	VF and relevant comments when necessary.