St Luke's Church of England Primary School

Feedback and Marking
2025/26

Approved by CCPS Committee: 12th Feb 2026
Review date: 12th Feb 2028

Our Vision:

Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share.

At St Luke's, we **Love, Include, Flourish**, and **Empower** – our **L.I.F.E.** principles.

The DfE workload review (2015-16) suggests three principles for effective marking;

Meaningful
Manageable
Motivating

Meaningful: marking should serve a single purpose; advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this.

Manageable: the time taken to mark is not the same as effective marking. In order to minimise teacher workload, the policy clearly outlines the minimum requirements for marking in books and what effective marking looks like.

Motivating: marking should help motivate pupils to progress. This doesn't mean always writing in-depth comments or being universally positive. Pupils should be expected to check their work before they hand it in, and should be taught to understand the success criteria for a task (in an age appropriate way).

All teachers at St Luke's Primary will review work regularly and be able to illustrate in their marking and/or feedback how they have aided the learning journey of the individual pupil. The expectation is that **ALL** work is assessed by the teacher.

Teacher feedback

Teachers give verbal feedback that is timely, specific and actionable. Feedback is specific and linked to the learning intention, success criteria and core skills. Formative assessment is used to recognise children's current understanding and whether new learning needs to be repeated or retaught. Peer assessment is used as appropriate.

Expectation of written feedback in books

English - within a week, all children should have their 'written' work marked with evidence of teacher feedback:

- either via verbal feedback (marking codes) -spelling. punctuation, VF,
- scaffolds/comments to improve / move a piece forward.
- acknowledgement of success

Maths - There should be a daily maths lesson and the teacher should aim to mark most children's books with a minimum of a third of the class each lesson. Evidence of marking should include ticks, worked examples, and other things written by the teacher on the books indicating that feedback and support has been given.
Children could self- mark the flashback 4.

Subjects that take place once a week need written / marked acknowledgement from an adult. This includes spellings of subject-specific words but SPAG marking will not occur in these subjects.

Teacher Marking

- Live marking takes place on the spot and in all subjects.
- Live marking includes worked examples and next steps.
- Children are given time to respond to next step marking to make it impactful. This happens at the beginning of lessons, before the lesson proper. This may include soft starts.

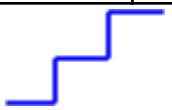
- In English, extended pieces of writing are fully marked at the end of the ***drafting stage*** for children to act on in the ***editing stage***.
    - UKS2 - children have an editing lesson where they are encouraged to edit independently

Self marking and peer feedback

- Under teacher direction, children self mark using pink and green highlighters.
- Children edit their own work using a purple pen.
- Peers give feedback and the owner of the work chooses what to record in their own book in a purple pen starting with the 'PF' marking code.
- ***TAG*** (see below) is used to structure peer feedback.
- *In summer term, Y1 begins to mark longer pieces of writing. Some work is subject to peer feedback where appropriate.*

T	**Tell them something you like:** • From the success criteria I can see that you have used… • You have used…. well • brilliant use of ….. • Our learning objective is ….. and you have shown this by ….
A	**Ask a question:** • How could you improve….? • Why have you put….? • Could you use….? • Where is ….?
G	**Give the writer a positive suggestion:** • Think about adding… • Try using (refer to LI and SC) in your second sentence… • Could you use a (consider sentence structure/ punctuation) here… • I like the adjective you have used in your opening sentence. Do you think you could improve it?

Marking codes

worked with an adult	Initials of adult	
correct answer	✓	
has used knowledge and skills above expected standard	✓ ✓	
this doesn't make sense	?	
error to check	.	
common spelling error	**key stage 1 and lower key stage 2** – squiggly line under incorrectly spelt words from their common spelling lists. 'SP' in the margin with correct spelling. Children to copy out correct spelling 3 times in the margin	SP 
	Upper key stage 2 – 'SP' in the margin of the line containing the spelling error. Children find errors independently and write out correct spelling 3 times in the margin.	SP
missing word, incorrect grammar or punctuation mark	**Key stage 2 writing only** 'GP' in the margin of the line containing the error.	GP
new paragraph	**Key stage 2 writing** Two forward slashes where the new paragraph should begin.	//
next steps		
uplevel		
Peer feedback	PF	

Next steps or uplevelling feedback

Next steps - feedback designed to support the pupil meet the expected standard for the lesson or for the current point in the learning sequence. Next steps must be actionable by the pupil independently. As such, next steps cannot make reference to new learning or curriculum content that has not yet been taught.

Uplevel - For children who have achieved the expected standard for the lesson or learning sequence, feedback explaining how to 'uplevel' the work can be used to provide challenge and opportunities to deepen learning.

<table>
<tr><td colspan="2">Examples of next steps or uplevelling feedback</td><td>Positive feedback statements</td></tr>
<tr><td><u>Maths</u>
● Define key vocabulary
● Prove it…13 x 5 is 60. What do you think? Prove it.
● Extension… harder number questions… have a go at
● List…. 5 different words to do with 3D shapes
● Can you…can you calculate the missing number and explain how you solved it
● Your target for next time is to…
● Where did you go wrong in this problem?
● Find an example… find 3 more examples of irregular shapes
● Identify… which of these has more than one step
● Who is right…
● What equipment could you use to help you with this?</td><td><u>Writing/reading</u>
● Find a different word for…
● Can you move the adjective to a different place?
● Can you think of a different way to start this sentence?
● Practise these spellings
● Can you add extra detail… so that the_____sounds more _____ (eg creepy)
● Look at this sentence and add in the appropriate punctuation
● Improve this sentence by choosing one of these words (scaffold)
● What happened next?
● Make a prediction
● How did _____ feel when_____?
● Explain… the effect that this sentence has had on_____</td><td>● You listened well to…
● Because you worked well with your partner…
● You have explained / described….
● You understand / know…
● I can see that you…
● In this part I can see that you have…
● Almost there! Now…</td></tr>
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