

**St Louis Catholic Academy, Newmarket**  
**Part of Our Lady of Walsingham Catholic Multi Academy Trust**

*Christ at the Centre: Children at the Heart*  
*Loving to Learn: Learning to Love*



**Marking and Feedback Policy**

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Approved by the Committee/Governing Body	12 <sup>th</sup> November 2025
Signature of Chair of Governors	<i>Bethan Byrne and Marc Walker</i>
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*“The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction.”*

*William, Dylan (2011-05-01) Embedded Formative Assessment*

At St Louis, we want to encourage reflective learners, with motivation and responsibility for their own learning and progress. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Put the onus on the students to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

<b>Type of feedback</b>	<b>What it looks like</b>	<b>Evidence for observers</b>
Immediate	<ul style="list-style-type: none"> <li>• Takes place during a lesson with individuals, groups or the whole class.</li> <li>• Includes the teacher and/or teaching assistant gathering assessments from their teaching e.g., whiteboard work, book work, verbal answers.</li> <li>• Often given verbally to pupils for immediate actions.</li> <li>• Praises effort and contributions.</li> <li>• May involve the use of a teaching assistant to provide support or further challenge.</li> <li>• May re-direct the focus of teaching or the task</li> </ul>	Lesson observations or drop-ins and learning walks.
Responsive	<ul style="list-style-type: none"> <li>• Takes place after the lesson or activity with individuals or groups.</li> <li>• Re-addresses knowledge from the lesson or activity or addresses missing prior knowledge.</li> <li>• Often given verbally with time to rehearse knowledge immediately.</li> <li>• May be 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 books to show progress over time.</li> </ul>	Learning walks; catch-up observations; feedback grids; book-looks.
Summary	<ul style="list-style-type: none"> <li>• Involves reading/looking at the work of all pupils at the end of a lesson or unit.</li> </ul>	Planning looks; lesson

	<ul style="list-style-type: none"> <li>• Identifies key strengths and misconceptions for the whole class or sub-groups</li> <li>• Takes place during the following lesson.</li> <li>• Addresses over-arching strengths and misconceptions as well as specific misconceptions for the sub-groups</li> <li>• Involves allocating time for editing based on the feedback given or rehearsal of the knowledge. Editing is done in purple pen.</li> <li>• May involve some peer support or support from a teaching assistant.</li> <li>• May be delivered by the teacher or a teaching assistant.</li> </ul>	<p>observations; learning walks; book looks.</p>
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### **General feedback guidelines**

- Teachers will mark with a green biro pen.
- Written comments will be clear and appropriate to the needs of the pupil.
- Every piece of work should be acknowledged with a tick
- Adults will model the school's agreed handwriting script.
- If an adult covers the class that is not the class teacher please put initials at the end of the work.

### **Mathematics**

- The teaching team will carry out 'live marking,' by rotating around the classroom, marking responses and solutions at the point that they are completed.
- Once mistakes or misconceptions are identified, the child can immediately respond to the area of development by correcting or recalculating. This should be occurring constantly throughout the lesson.
- If verbal feedback is given, this will be noted alongside a brief indication of the feedback (see marking codes).
- Once children have completed tasks, self or peer-assessment can be used to ensure that children are able to assess their outcome against the learning objective.
- Teachers will then identify children that may need support before beginning the next small step of learning.
- Teachers will then provide intervention in a group or individual context before the next step of learning.
- Whole class feedback may be required at the end of or start of the next lesson to address any common misconceptions or areas of misunderstanding. This may require a written or verbal task as follow-up.

### **English – Writing**

- The teaching team will carry out 'live marking,' by rotating around the classroom, marking responses and writing at the point that they are completed.
- Once mistakes or misconceptions are identified, the child can immediately respond to the area of development by correcting or editing. This should be occurring constantly throughout the lesson.
- Summary feedback will take place after writing lessons to address any identified strengths and weaknesses. These will be linked to both the technical accuracy of writing: spelling errors, punctuation omissions and other transcription mishaps and things to do with the sophistication of the writing: the actual content.
- Children will then be given editing time to address these.

- Where individual children have done particularly well or not understood an element of the process, teachers will make a note of these areas and use these to adapt future planning.
- Once children have produced their final written outcome for a particular unit, they will self-assess against the success criteria. Teachers will then assess in the same way.
- One piece of writing every half-term will be thoroughly marked against the writing standards for the year group. Evidence against each standard will be highlighted green, with the applicable code identified alongside, so that children are able to see where they have met each standard. *Appendix 2* lists the writing expectations for each year group. A written comment will also provide a next-step for the child's writing in the next unit.
- Note – from Year 2 upwards, spelling books are jotter books.

### **English – Reading**

- The teaching team will carry out 'live marking,' by rotating around the classroom, marking responses and writing at the point that they are completed.
- Once mistakes or misconceptions are identified, the child can immediately respond to the area of development by correcting or editing. This should be occurring constantly throughout the lesson.
- Immediate feedback will be provided to model the correct answer to the comprehension question.
- Reading answers will be acknowledged – there will be live feedback and opportunity for pupil self-assessment. Staff will endeavour to identify GPS (grammar, punctuation and spelling) mistakes.

### **Foundation subjects: Science, History, Geography**

- In foundation lessons, teachers will use a combination of feedback throughout the progression of the unit.
- Verbal feedback may be applicable during live marking.
- It may be necessary to self/peer assess a quiz or set of questions.
- Whole-class feedback may be necessary to address a misconception or area of weakness and intervention may be necessary outside of the lesson with an individual or group of children.
- Teachers need to use their discretion and ensure that all work is acknowledged and that timely and effective intervention is given to all children when it is most needed.
- *Distance Marking feedback sheets (Appendix 1)* are to be used to assess Science, History and Geography learning throughout a unit.
- Specific topic vocabulary spelling errors would be identified.

### **Computing**

- All work is acknowledged on Purple Mash software.

### **Art, DT, Music, French, PE and PSHE**

- Verbal feedback and whole-class feedback will be provided.

### **Religious Education**

- A range of feedback will be applicable and live-marking will be relevant.
- A written comment and deeper question will need to be provided once a week for every child for KS2.
- Religious vocabulary spelling errors would be identified.

## **Marking codes**

VF – verbal feedback given (may contain a brief word or comment for context)

✓ - Correct answer

X or . – Incorrect answer that needs to be addressed

➔ - More detail required

Sp – spelling error

Answer circled - grammar or punctuation errors

Answer underlined – edit for meaning

WS – ‘with support’





Year 1 Writing Assessment		Evidence						
		(Date and text type)						
Working towards the Expected Standard	WT1. To use their own simple story ideas or retell a familiar story using short, simplistic sentences							
	WT2. To reread their writing aloud to check it makes sense							
	WT3. To use adjectives that have been modelled							
	WT4. To use simple sentence structures (which may be repetitive)							
	WT5. Capital letters for names, places, the days of the week and the personal pronoun 'I'							
	WT6. Finger spaces							
	WT7. Full stops to end some sentences							
	WT8. To spell some words containing previously taught phonemes and GPCs accurately							
	WT9. To spell some Y1 common exception words accurately (from English Appendix 1)							
	WT10. To write lower case letters in the correct direction, starting and finishing in the right place							
Working at the Expected standard	EX1. To write sentences in order to create short narratives and non-fiction texts							
	EX2. To use some features of different text types (although these may not be consistent)							
	EX3. To reread their writing to check it makes sense and make suggested changes							
	EX4. To use adjectives to describe							
	EX5. Full stops to end most sentences							
	EX6. To use the joining word (conjunction) 'and' to link ideas and sentences.							
	EX7. Some use of	Exclamation marks						
		Question marks						
	EX8. To spell most words containing previously taught phonemes and GPCs accurately							
	EX9. To spell most common exception words							
	EX10. To use -s and -es to form regular plurals correctly							
	EX11. To use the prefix 'un'							
	EX12. To add the suffixes -ing, -ed, -er and -est to root words							
EX13. To write lower case and capital letters in the correct direction, starting and finishing in the right place								
Working at Greater Depth	GD1. To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose							
	GD2. To use a number of features of different text types and make appropriate topic/subject matter vocabulary choices							
	GD3. To reread their writing to check that it makes sense and independently make changes							
	GD4. To use adjectives to describe something (sometimes ambitious beyond the year group)							
	GD5. To use simple and compound sentences structures							

Consistently use correctly	GD6. Question marks						
	GD7. Exclamation marks						
	GD8. Capital letters for names, places, the days of the week and the personal pronoun 'I'						
	GD9. Finger spaces						
	GD10. Full stops to end sentences						
	GD11. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency						

Year 2 – End of Key Stage 1 Statutory Assessment		Evidence					
Working towards the Expected Standard	WT1. Write sentences that are sequenced to form short narratives (real or fictional) after discussion with the teacher						
	Some use of	WT2. Capital letters					
		WT3. Full stops					
	WT4. Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others						
	WT5. Spell some common exception words correctly (see Appendix 1 NC)						
	WT6. Form lower case letters in the correct direction, starting and finishing in the right place						
	WT7. Form lower case letters of the correct size relative to one another in some of their writing						
	WT8. Use spacing between words						
Working at the Expected standard	EX1. Write simple and coherent narratives about personal experience and those of others (real or fictional) using some language from reading						
	EX2. Write about real events recording these simply and clearly using time connectives						
	EX3. Use present and past tense mostly correctly and consistently						
	EX4. To reread their work to check it makes sense and the correct tense is used throughout.						
	EX5. Use coordination (and/but/or) to join clauses						
	EX6. Use some subordination (when/if/that/because) to join clauses						
	EX7. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others						
	EX8. Spell many KS1 common exception words (see Appendix 1 NC)						
	Demarcate most sentences with	EX9. Capital letters					
		EX10. Full stops					
		EX11 Question marks when required					
	EX12. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
	EX13. Using spacing between words that reflects the size of the letters						
Working at Greater Depth	GD1. Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing						
	GD2. Make simple additions, revision and proof-reading corrections to their own writing						
	GD3. Use punctuation taught at KS1 mostly correctly e.g. exclamation marks						
	GD4. Use commas to separate items in a list						
	GD5. Use apostrophes to mark singular possession in nouns and contractions						
	GD6. Use apostrophes for omission						
	GD7. Spell most common exception words						
	GD8. Add suffixes to most words correctly in their writing (-ment, -ful, -ness, -ly- -less)						
	GD9. Use diagonal and horizontal strokes needed to join some letters						

Year 3 Writing Assessment		Evidence					
Working towards the Expected Standard	WT1. To orally rehearse their ideas for writing and record their ideas using a modelled planning format						
	WT2. To demonstrate some understanding of purpose and audience						
	WT3. To use simple structure of a wide range of text types including non-fiction						
	WT4. To proofread their work for errors and make simple improvements with support						
	WT5. To make more ambitious word choices (may reflect modelled language from teacher)						
	WT6. Usually maintain the correct tense						
	Use full range of punctuation from other year groups including:	WT7. Full stops					
		WT8. Capital letters					
		WT9. Exclamation marks					
		WT10. Question marks					
		WT11. Commas in a list					
		WT12. Apostrophes for possession and contractions					
		WT13. Inverted commas for direct speech					
	WT14. To use a range of conjunctions						
	WT15. To spell some words with prefixes ir-, auto-, in-, dis-, super-, anti-						
	WT16. To spell some words with suffixes -ly, -ous, -ation						
	WT17. To apply most spelling rules from KS1 guidance						
	WT18. To use joined cursive writing						
Working at the Expected standard	EX1. To begin to plan their own writing						
	EX2. To demonstrate an increasing understanding of purpose and audience						
	EX3. To use the structure of a wide range of text types						
	EX4. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. technical language, headings, sub-headings, bullet points)						
	EX5. To organise paragraphs into themes						
	EX6. To use a variety of sentence openers						
	EX7. Show simple cohesion within sentences using pronouns and proper nouns						
	EX8. Show consistent and correct use of tense throughout a piece of writing						
	EX9. Proofread theirs and others' work to check for errors and make improvements						
	EX10. To make ambitious word choices						
	EX11. To create setting, character and plot						
	EX12. Use the present perfect verb form						
	EX13. Use more than one clause and a range of conjunctions to extend sentences for/so (co-ordinating) although/before/since/while (subordinating)						
	EX14. To begin to use adverbs, prepositions to show time, place and cause						
	EX15. Use 'a' or 'an' correctly						
	EX16. To begin to spell homophones correctly – e.g. which witch						
	EX17. To apply all spelling rules from KS1 guidance						
	EX18. Spell some words correctly from the Y3/4 statutory spelling word list						

Working at Greater Depth	GD1. Edit and improve writing following supportive feedback from an adult						
	GD2. To make deliberate and ambitious word choices to add detail, effect and engage the reader						
	GD3. Begin to use a topic sentence to introduce a paragraph in non-fictional writing						
	GD4. Consistently show a wide range of sentence types						
	GD5. Use fronted adverbials to introduce the beginning of sentences						
	GD6. Use a comma after a fronted adverbial						
	GD7. Show good cohesion between sentences and paragraphs						
	GD8. To maintain the correct tense (including present perfect)						
	GD9. To punctuate direct speech mostly accurately						
	GD10. To use a range of coordinating and subordinating conjunctions						
	GD11. To spell many of the year 3/4 common exception words						
	GD12. Spell many Y3/4 homophones correctly						
	GD13. To use joined cursive handwriting						

Year 4 Writing Assessment		Evidence					
Working towards the Expected Standard	WT1. To use a consistent and appropriate structure in fiction and non-fiction						
	WT2. To proofread their own and others' writing with growing confidence						
	WT3. To begin to create more detailed settings, characters and plot						
	WT5. To begin to organise paragraphs around a theme						
	WT5. To begin to maintain tense throughout a piece of writing						
	WT6. Use standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done'						
	WT7. Make the appropriate word choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition						
	WT8. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" – a comma after the reporting clause; end punctuation within inverted commas						
	WT9. Apostrophes for singular and plural possession						
	WT10. Expanded noun phrases – modifying adjectives and prepositions						
	WT11. To use pronouns to aid cohesion and avoid repetition						
	WT12. To spell most words with prefixes/suffixes correctly						
	WT13. To spell most homophones correctly						
	WT14. To use neat joined cursive handwriting						
Working at the Expected standard	EX1. Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint						
	EX2.To write narratives with a clear beginning, middle and end with a clear plot						
	EX3. To proofread their own and others' writing making clear and accurate amendments						
	EX4.To create a more detailed setting, characters, and plot to fully engage the reader using prepositional phrases						
	EX5. in non-narrative: use a topic sentence to introduce a paragraph						
	EX6.use accurate technical language to suit the requirement of the text						
	EX7.use informative organisational devices (e.g. headings, sub-headings, captions, bullet points)						
	EX8. Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices						
	EX9. Consistently use a wide range of sentences with varying conjunctions that have more than one clause <i>for/so/yet (co-ordinating) although/before/since/while/as/after (subordinating)</i>						
	EX10. Use fronted adverbials e.g. <i>Later that day, I heard the bad news</i>						
	EX11. Use precise adjectives for description regularly in expanded noun phrases						
	EX12. To maintain tense throughout a piece						
	EX13. To use all necessary punctuation taught at Key Stage 1 mostly correctly; capital letter, full stops, question marks, exclamation marks						
	EX14. To use singular possession and plural possession apostrophes and to show omission with accuracy						
	EX15. To demarcate fronted adverbials with commas consistently						
	EX16.Use all speech punctuation correctly						
	EX17. To use nouns and pronouns effectively to aid cohesion						

EX	EX18. To spell all words with prefixes/suffixes correctly <i>ir-, auto-, in-, dis-, super-, anti-, -ly, -ous, -ation</i>						
	EX19 To spell all homophones correctly						
	EX20. To spell many words from the Y3/4 list correctly.						
GD	GD1. To write narratives that are well structured and well-paced						
	GD2. Can edit and improve writing with increasing independence based on generic feedback from an adult						
	GD3. Make ambitious word choices to engage and affect the reader						
	GD4. Show variation at the beginning of sentences to build cohesion between sentences and paragraphs						
	GD5. Use a relative clause to give more information to a main clause						
	GD6. Use relative pronouns to indicate a relative clause e.g. <i>who, which, that</i>						
	GD7. Always maintain tense						
	GD8. Always use standard verb inflections accurately						
	GD9. To use all punctuation consistently and accurately						
	GD10. To use their knowledge of word families to aid spelling						
	GD11. Use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
	GD12. Spell all words with prefixes and suffixes correctly <i>il- auto- super- inter- anti- -ation -ous</i>						
	GD13. To spell most words from the Y3/4 list correctly						
	GD14. Use neat, joined handwriting consistently						

Year 5 Writing Assessment		Evidence					
Working towards the Expected Standard	WT1. To write for a range of purposes and audiences						
	WT2. To select appropriate grammar and vocabulary to match the purpose						
	WT3. To describe the setting, characters, and atmosphere with an awareness of the reader						
	WT4. To begin to use dialogue to convey character and action						
	WT5. Organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining						
	WT6. To create paragraphs that are usually suitably linked (this may not be accurate)						
	WT7. To proofread their and others' work to assess and make necessary corrections						
	WT8. Use the full range of punctuation from preceding year groups <i>capital letters, full stops, questions marks, exclamation marks, commas for lists</i>						
	WT9. Use apostrophes for contraction mostly correctly						
	WT10. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly						
	WT11. Begin to experiment with relative clauses						
	WT12. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must						
	WT13. Covert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify						
	WT14. To use verb prefixes e.g. dis-, de- , mis-, over-, re-						
	WT15. To spell most words from Y3/4 word list (including common exception words)						
	WT16. To spell some words from Y5/6 word list (including common exception words)						
	WT17. To spell some complex homophones						
Working at the Expected standard	EX1. To write for a range of purposes and audiences confidently selecting appropriate grammar and vocabulary to match the purpose						
	EX2. Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (contracted forms, modal verbs, passive voice)						
	EX3. To describe the setting, characters, and atmosphere to consistently engage the reader						
	EX4. To begin to use dialogue to convey character and action with increasing confidence						
	EX5. To begin to proofread to gain precise longer passages by removing unwanted repetition						
	EX6. To use commas to clarify meaning with increasing accuracy						
	Use devices to build cohesion within a paragraph consistently and accurately	EX7. Conjunctions					
		EX8. adverbials of time and place					
		EX9. pronouns					
		EX10. synonyms					
	EX11. To use relative causes (who, which, where, when, whose, that ) or an omitted relative pronoun						
	Parenthesis	EX12. Brackets					
		EX13. Dashes					
		EX14. Commas					
	EX15. Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)						

	EX16. To spell many words from Y5/6 word list						
	EX17. To spell many complex homophones						
	EX18. use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
	EX19. To use consistently joined handwriting						
Working at Greater Depth	GD1. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure						
	GD2. To describe characters, settings and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning						
	GD3. To regularly use integrated dialogue						
	GD4. Consistently link ideas with and across paragraphs						
	GD5. To use commas to clarify meaning and avoid ambiguity consistently						
	GD6. To use a wide range of words/phrases to link with and across paragraphs to aid cohesion						
	GD7. Use a wide range of adverbs and modal verbs						
	GD8. To spell most common exception words from Y5/6 word list correctly						

Year 6 – End of Key Stage 2 Statutory Assessment		Evidence					
Working towards the Expected Standard	WT1. To write for a range of purposes						
	WT2. Use paragraphs to organise ideas						
	WT3. In narratives, describe settings						
	WT4. In narratives, describe characters						
	WT5. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)						
	Using	WT6. Capital letters					
		WT7. Full stops					
		WT8. Question marks					
		WT9. Exclamation marks					
		WT10. Commas for lists					
		WT11. Apostrophes for contraction/possession (mostly correctly)					
	WT12. Spelling most Y3/4 words correctly						
	WT13. Spelling some Y5/6 words correctly						
	WT14. Producing a legible joined handwriting						
EEX2 Working at the Expected standard	EX1. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary; direct address in instructions and persuasive writing						
	EX2. In narratives, describe setting						
	EX3. In narratives, describe characters						
	EX4. In narratives, describe atmosphere						
	EX5. Integrate dialogue in narrative to convey character and advance the action						
	Using mostly correctly	EX6. contracted forms in dialogues in narrative					
		EX7. Commas for clarity					
		EX8. punctuation for parenthesis					
		EX9. Contracted forms					
		EX10. using passive verbs to affect how information is presented					
	Use a range of devices to build cohesion	EX11. Modal verbs to suggest degrees of possibility					
		EX12. Conjunctions					
		EX13 adverbials of time and place					
		EX14. Pronouns					
		EX15. Synonyms					
	EX16. To spell most words from Y5/6 word list						
	EX17. Use verb tenses consistently and correctly throughout their writing						
	EX18. Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)						
	EX19. Spell correctly most words from the year 5 / year 6 spelling list						
	EX20. use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
	EX21. Habitually proof-reads for spelling and punctuation errors						
	EX22. Maintain joining with legibility, fluency and speed in handwriting when writing at speed						
Working at Greater	GD1. Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)						

	GD2. Distinguish between the language of speech and writing and choose the appropriate structure							
	GD3. Exercise assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this.							
	Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance the meaning and avoid ambiguity	GD4. Semi-colons						
		GD5. Colon						
		GD6. Hyphens						
	GD7. Dashes							
	GD8. To spell all Y5/6 words correctly.							