



**Holy Cross Catholic
Multi-Academy Company**
Christ the King Catholic
Primary School

**Marking Policy
2026 - 2029**

Responsible for Policy	Jennifer Riach
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Purpose: This policy establishes a manageable, effective and inclusive approach to feedback and marking that improves pupil progress while protecting staff workload. It aligns with DfE workload guidance, national expectations, KCSIE 2026 safeguarding principles and current inspection expectations.

Core Principles

Feedback should improve learning, not create unnecessary workload.

The primary purpose of feedback is to move learning forward by helping pupils understand what they have achieved and what they need to do next. Feedback should have a clear impact on pupils' progress and should never be completed simply to provide evidence of marking. Staff should use professional judgement to determine the most effective form of feedback, ensuring that time spent marking is proportionate to the impact it has on learning.

Verbal feedback is often the most effective form of feedback.

Immediate verbal feedback given during lessons enables misconceptions to be addressed quickly and allows pupils to act on guidance straight away. Live feedback, teaching conversations, questioning and modelling are often more effective than lengthy written comments. Teachers and support staff are encouraged to provide timely verbal feedback as part of high-quality classroom practice.

Marking must be proportionate, meaningful and manageable.

There is no expectation that every piece of work will receive detailed written marking. Marking should be selective and focused on the learning intention, success criteria and key misconceptions. Whole-class feedback, self-assessment, peer assessment, live marking and verbal feedback are all valid approaches. The school's expectations for marking should support high-quality teaching whilst maintaining staff wellbeing and manageable workloads.

Pupils should respond to feedback and improve their work.

Feedback only has an impact when pupils are given opportunities to reflect upon and act upon it. Pupils should be encouraged to edit, improve, correct and redraft their work where appropriate. Teachers should provide opportunities for pupils to respond to feedback, deepen their understanding and demonstrate progress over time.

Feedback should promote independence and resilience.

Feedback should support pupils in becoming reflective and independent learners. Rather than correcting every error, staff should guide pupils to identify mistakes, evaluate their own work and develop strategies for improvement. This encourages resilience, self-regulation and a growth mindset.

Feedback should be inclusive and accessible.

Feedback should be adapted to meet the needs of all pupils, including those with SEND, EAL and other additional needs. Staff should ensure that feedback is clear, age-appropriate and enables every pupil to experience success and make progress from their individual starting points.

Feedback should celebrate success as well as identify next steps.

Effective feedback recognises achievement, effort and improvement alongside areas for development. Celebrating success helps to build confidence, motivation and engagement, whilst ensuring pupils understand how they can continue to improve.

Feedback should be consistent across the school.

Whilst teachers retain professional autonomy in how feedback is delivered, all staff should follow the school's agreed approaches to marking and feedback to ensure consistency, clarity and fairness for pupils, parents and colleagues.

This reads much more like a policy that Ofsted, governors and staff would expect to see and provides a clear rationale for the marking approaches used across the school.

Feedback Expectations

Whole-class feedback should be used where appropriate.

Whole-class feedback is an efficient and effective method of providing guidance to pupils. Rather than writing the same comment repeatedly in individual books, teachers may identify common strengths, misconceptions and next steps across the class and address these collectively. This approach allows teachers to focus on the aspects of learning that will have the greatest impact on pupil progress whilst reducing unnecessary workload. Whole-class feedback may be delivered verbally, through visualisers, feedback slides, modelled examples or whole-class feedback sheets.

Detailed written comments are not required in every piece of work.

The school recognises that extensive written marking does not always lead to improved outcomes for pupils. Teachers are therefore not expected to provide lengthy written comments on every piece of work. Feedback may be provided through a variety of methods, including verbal feedback, live marking, conferencing, self-assessment, peer assessment, whole-class feedback and focused written comments where appropriate. Staff should use their professional judgement to select the most effective feedback strategy based on the age of pupils, the learning objective and the needs of the class.

Teachers will identify and address misconceptions promptly.

Effective feedback is timely and responsive. Teachers should continuously assess pupils' understanding during lessons and identify errors, misconceptions or gaps in learning as soon as possible. Immediate intervention often has the greatest impact and may take the form of verbal feedback, additional modelling, targeted questioning, reteaching, scaffolding or adapted tasks. Addressing misconceptions promptly helps prevent misunderstandings from becoming embedded and supports secure progression in learning.

Feedback should be timely and purposeful.

Feedback is most effective when it is closely linked to the learning that has taken place. Teachers should aim to provide feedback at a point when pupils can understand it and act upon it. Feedback should focus on the most important aspects of learning and avoid overwhelming pupils with excessive corrections or multiple improvement points.

Feedback should focus on the learning intention and success criteria.

Feedback should clearly relate to the intended learning outcomes of the lesson or sequence of learning. Teachers should identify what pupils have done well in relation to the learning objective and provide clear guidance on the next steps needed to improve. This helps pupils understand how to make progress and develop confidence in their learning.

Pupils should be given opportunities to respond to feedback.

Feedback has the greatest impact when pupils engage with it and use it to improve their work. Teachers should provide appropriate opportunities for pupils to reflect upon, correct, edit, improve or extend their learning following feedback. Response activities may include correcting errors, redrafting sections of work, answering follow-up questions or completing additional practice.

Feedback should recognise achievement as well as areas for improvement.

Effective feedback motivates pupils by celebrating success, effort and progress whilst also identifying areas for development. Feedback should help pupils understand what they are doing well and what they need to do next, fostering confidence, resilience and a positive attitude towards learning.

Feedback methods may vary across subjects and age groups.

The school recognises that feedback will look different across phases, subjects and learning activities. Practical subjects, discussions, investigations, group work and Early Years learning may require different approaches to recording feedback. Consistency in principles is expected across the school; however, flexibility in delivery allows feedback to remain meaningful, purposeful and developmentally appropriate.

CTK Marking Approach

English

At Christ the King Catholic Primary School, marking and feedback in English are designed to celebrate success, identify areas for development and support pupils in becoming reflective, independent writers.

The school's agreed colour-coding system provides a clear and consistent approach to feedback across all year groups:

- **Green highlighting** identifies effective learning, strengths and examples of success linked to the learning objective or success criteria.
- **Orange highlighting** is used to identify areas where improvements can be made or where further development is needed.
- **Pink highlighting** is used to indicate spelling, punctuation, grammar or transcription errors that pupils are expected to correct.

Feedback in English should focus on the intended learning objective and the specific skills being taught. Teachers are not expected to correct every error; instead, they should prioritise feedback that will have the greatest impact on future learning. Where appropriate, pupils should be given dedicated time to respond to feedback, make corrections and improve their work.

Live marking, verbal feedback, conferencing and modelled examples should be used regularly throughout lessons to address misconceptions and celebrate achievements immediately. Presentation, handwriting and letter formation may also be addressed where these impact upon the quality or readability of a pupil's work.

Mathematics

Marking and feedback in mathematics should support pupils in developing fluency, reasoning and problem-solving skills.

Teachers will use:

- Ticks to indicate correct responses.
- Simple corrections where errors have occurred.
- Prompting questions to deepen understanding.

- Verbal feedback to address misconceptions during learning.
- Opportunities for pupils to review, correct and explain their thinking.

The emphasis in mathematics should be on identifying and addressing misconceptions as quickly as possible. Immediate intervention, live marking and verbal feedback are often the most effective methods of ensuring pupils secure key mathematical concepts before moving on.

Where errors occur, pupils should be encouraged to identify, correct and explain their mistakes rather than simply being given the correct answer. This supports deeper understanding and strengthens mathematical reasoning skills.

Feedback may also include challenge tasks, extension questions or opportunities to explain methods in greater depth for pupils who demonstrate secure understanding.

Foundation Subjects

In foundation subjects, feedback should recognise the practical, creative and investigative nature of learning.

Teachers may use a range of approaches, including:

- Verbal feedback during lessons.
- Live marking.
- Whole-class feedback.
- Pupil self-assessment.
- Peer assessment.
- Questioning and discussion.
- Celebration of learning through displays, exhibitions and presentations.

Not every piece of work in foundation subjects requires written marking. Feedback should focus on the key knowledge, skills and vocabulary identified within the curriculum and should support pupils in understanding how their learning connects to previous and future learning.

Where misconceptions are identified, teachers should address these through discussion, reteaching, modelling or additional learning opportunities. Feedback should remain purposeful and proportionate to the learning taking place.

Religious Education (RE)

As a Catholic school, Religious Education is central to the life and mission of Christ the King Catholic Primary School. Feedback in RE should support both academic progress and the development of religious literacy.

Teachers should:

- Celebrate thoughtful responses and engagement with learning.
- Ensure key religious vocabulary is used accurately.
- Correct misconceptions relating to scripture, Catholic teaching and religious concepts.
- Encourage deeper reflection and discussion through questioning.
- Support pupils in making links between learning, faith and lived experience where appropriate.

Feedback may be provided verbally, through discussion, live marking, pupil conferencing or written comments where these will support learning. Particular attention should be given to the accurate use of theological and subject-specific vocabulary.

Pupils should be encouraged to reflect upon feedback and use it to deepen their understanding of the Catholic faith and other world religions studied within the curriculum.

Early Years Foundation Stage (EYFS)

In EYFS, feedback is primarily verbal, immediate and responsive to children's individual needs.

Adults provide feedback through:

- Observation and interaction.
- Sustained shared thinking.
- Modelling language and skills.
- Questioning and discussion.
- Positive reinforcement and encouragement.

Written feedback within children's work and learning journals is used selectively to record significant learning, celebrate achievement and inform next steps. Feedback

should be age-appropriate and focus on developing confidence, independence and a love of learning.

Consistency Across the School

Whilst marking and feedback may look different across subjects and phases, all feedback at Christ the King should:

- Support pupils to make progress in their learning.
- Be manageable and sustainable for staff.
- Be age-appropriate and accessible.
- Promote pupil independence and resilience.
- Recognise achievements as well as areas for development.
- Provide opportunities for pupils to reflect, respond and improve.
- Be consistent with the principles outlined within this policy.

The focus should always remain on the impact of feedback on pupil learning rather than the quantity of written marking evident in books.

Safeguarding and Online Safety

Safeguarding and Online Safety

Christ the King Catholic Primary School recognises that safeguarding is everyone's responsibility. Feedback and marking practices, whether delivered in person or through digital platforms, must always promote the safety, wellbeing and dignity of all pupils.

Feedback provided online must use approved school systems only.

Where feedback is provided electronically, staff must only use school-approved platforms and communication systems. These may include authorised learning platforms, educational applications and school-managed communication tools. Under no circumstances should staff use personal email addresses, social media accounts, messaging services or other unauthorised methods to communicate with pupils regarding their learning.

Online feedback should maintain the same professional standards expected within the classroom and should be appropriate, constructive and focused upon learning. Any digital feedback provided should be clear, respectful and accessible to pupils and their families.

Staff must be mindful that all electronic communications form part of the school's safeguarding responsibilities and may be subject to monitoring in accordance with school policies.

Staff must follow safeguarding and online safety policies at all times.

All marking and feedback practices must be undertaken in accordance with the school's:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Staff Code of Conduct
- Acceptable Use Policy
- Behaviour Policy
- Data Protection and GDPR procedures

Staff should remain vigilant to any safeguarding concerns that become evident through pupils' work, responses to feedback or online interactions. Any concern relating to a pupil's welfare, safety, emotional wellbeing or online activity must be reported immediately in line with the school's safeguarding procedures and referred to the Designated Safeguarding Lead (DSL) where appropriate.

Maintaining Professional Boundaries

Staff must maintain professional boundaries when interacting with pupils both in person and online.

Feedback should:

- Be professional, objective and educational in nature.
- Focus on learning, progress and achievement.
- Avoid personal comments unrelated to educational outcomes.
- Be communicated through appropriate school channels.
- Be consistent with the standards expected within the Staff Code of Conduct.

Where online learning takes place, staff should ensure that communication remains transparent and capable of being monitored by school leaders where necessary.

Promoting Safe and Responsible Use of Technology

Feedback opportunities should also be used, where appropriate, to reinforce positive online behaviours and digital citizenship. Staff should encourage pupils to:

- Use technology safely and responsibly.
- Report online concerns to a trusted adult.
- Protect personal information.
- Demonstrate respectful communication online.
- Follow the school's acceptable use expectations.

This approach supports the school's commitment to developing pupils who can engage safely and responsibly with digital technologies both in and beyond the classroom.

Confidentiality and Data Protection

When providing feedback, staff must ensure that pupils' personal information remains secure and confidential.

Staff should:

- Avoid sharing individual pupil information publicly.
- Ensure assessment records are stored securely.
- Use school systems in accordance with data protection requirements.
- Handle all pupil work and assessment information sensitively and professionally.

Any breaches of confidentiality or concerns relating to data security must be reported in accordance with school procedures.

Safeguarding Through Feedback

Effective feedback can provide valuable opportunities for staff to identify pupils who may require additional support. Staff should remain alert to changes in presentation, engagement, behaviour, written responses or disclosures made through classroom work.

Where concerns arise, staff should:

- Record concerns factually and accurately.
- Follow established safeguarding procedures.
- Report concerns promptly to the Designated Safeguarding Lead.
- Avoid investigating concerns independently.

The welfare of the child remains paramount, and all feedback and assessment practices should contribute to a culture in which pupils feel safe, supported and able to seek help when needed.

Monitoring and Accountability

School leaders will ensure that online feedback practices are regularly reviewed as part of safeguarding, curriculum and quality assurance procedures. Any concerns regarding professional conduct, online communication or safeguarding compliance will be addressed in accordance with school policies and statutory guidance.

Through these arrangements, Christ the King Catholic Primary School seeks to ensure that all feedback and marking practices support effective learning whilst maintaining the highest standards of safeguarding, professional conduct and online safety.

SEND and Inclusion

Christ the King Catholic Primary School is committed to ensuring that all pupils, regardless of need or individual circumstance, can access learning and make progress. Feedback and marking practices should be inclusive, equitable and responsive to pupils' individual needs, enabling every child to experience success and develop confidence as a learner.

Feedback will be adapted to meet individual needs.

Staff recognise that pupils learn in different ways and may require different approaches to feedback in order to understand, respond and make progress. Feedback should therefore be personalised where appropriate, taking account of each pupil's age, stage of development, learning needs and individual targets.

Teachers should use their professional judgement to ensure that feedback is accessible and meaningful. This may include:

- Providing verbal rather than written feedback.
- Breaking feedback into smaller, manageable steps.
- Using visual prompts, symbols or models.
- Giving immediate feedback during the lesson.
- Using questioning to support understanding.
- Providing examples and scaffolds to support improvement.
- Focusing feedback on a small number of achievable next steps.

The purpose of adapted feedback is not to reduce expectations but to ensure that all pupils are able to engage with feedback successfully and make progress from their individual starting points.

Reasonable adjustments will be made where appropriate.

Pupils with Special Educational Needs and Disabilities (SEND) may require adjustments to the way feedback is delivered and recorded. Staff will implement reasonable adjustments in line with pupils' Education, Health and Care Plans (EHCPs), Individual Support Plans, One Page Profiles or other identified needs.

Adjustments may include:

- Additional time to respond to feedback.
- Adult support to read, explain or discuss feedback.
- Alternative methods of recording responses.
- Use of assistive technology.
- Reduced written feedback where appropriate.
- Visual, practical or verbal feedback approaches.
- Adapted success criteria linked to individual learning targets.

These adjustments ensure that feedback remains purposeful, accessible and supportive without creating unnecessary barriers to learning.

High Expectations for All Pupils

The school maintains high expectations for all pupils, including those with SEND and additional needs. Adaptations should support access to learning whilst ensuring that pupils continue to be appropriately challenged and encouraged to develop independence.

Feedback should celebrate effort, progress and achievement whilst identifying realistic next steps that enable pupils to move learning forward. Staff should focus on what pupils can do and support them in building confidence, resilience and self-belief.

Supporting Pupils with English as an Additional Language (EAL)

Pupils who are new to English or who are developing proficiency in English may require adapted feedback to ensure understanding.

Strategies may include:

- Modelling vocabulary and sentence structures.
- Using visual supports and examples.
- Providing verbal explanations alongside written feedback.
- Identifying and teaching key subject-specific vocabulary.
- Encouraging oral responses where appropriate.

Feedback should support language development whilst recognising and valuing pupils' home languages, experiences and cultural backgrounds.

Promoting Independence

Wherever possible, feedback should encourage pupils to take ownership of their learning and develop self-regulation skills. Staff should avoid creating over-reliance on adult support and instead help pupils to:

- Reflect on their own work.
- Identify strengths and areas for improvement.
- Correct mistakes independently.
- Use success criteria effectively.
- Develop resilience when faced with challenge.

Building independence is an important element of preparing all pupils for future learning and success.

Working in Partnership with Parents and Carers

The school recognises the important role that parents and carers play in supporting learning. Where appropriate, teachers may communicate with parents and carers regarding strategies that help their child understand and respond to feedback effectively.

Positive collaboration between home and school helps to ensure that pupils receive consistent support and encouragement in their learning.

Monitoring Inclusion and Equity

School leaders will monitor the implementation of this policy to ensure that feedback practices are inclusive and meet the needs of all learners. Monitoring may include:

- Book looks and learning walks.
- Pupil voice activities.
- Review of SEND provision.
- Discussions with staff.
- Parent and pupil feedback.

The school is committed to ensuring that feedback and marking practices support equality of opportunity, remove barriers to learning and enable all pupils to achieve their full potential.

MARKING EXPECTATIONS AT CTK

ENGLISH WRITING



Highlight 'what I like' in green. This could link to the WALT or children's success criteria

Highlight 'what could be improved' in orange.
(not applicable to Year 6 in Spring and Summer term)

Highlight 'what needs to be changed' in pink.
This could be missing punctuation or incorrect tense etc.
(not applicable to Year 6 in Spring and Summer term)

Pick up on incorrect letter formation. Children should be asked to practice incorrect letters, if there are number of incorrect letters being formed, choose up to 3 target letters for each child.

Children MUST respond to colour coded feedback

ART



DESIGN TECHNOLOGY



Verbal feedback

Whole Class feedback grid

Photos added to Class Gallery

COMPREHENSION / GRAMMAR

Adults to tick correct work or write an 'x' next to incorrect work.

Verbal feedback / Whole Class feedback grid used and displayed on Working Wall

Pupil marked or peer to peer marked using purple pen

MATHS

Adults to tick correct work or write an 'x' next to incorrect work.
Children MUST correct any incorrect work.



Arithmetic starter - pupil marked or peer to peer marked using purple pen.

Verbal feedback / Whole Class feedback grid used and displayed on Working Wall.

Pick up on incorrect number formation. Children should be asked to practice incorrect numbers, if there are number of incorrect numbers being formed, choose up to 3 target numbers for each child.

Children MUST respond to colour coded feedback

COMPUTING

Verbal feedback

Whole Class feedback grid

Photos added to Class Gallery



FRENCH

Adults to tick correct work or write an 'x' next to incorrect work.

Verbal feedback

Whole Class feedback grid

French stickers for praise

Photos added to Class Gallery



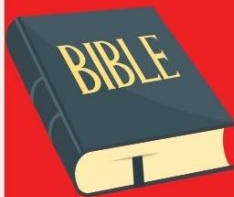
MARKING EXPECTATIONS AT CTK

RELIGIOUS EDUCATION

Get us thinking questions every other lesson. (one per week).
Reference with coding, e.g. (AT1/AT2).

Religious vocabulary to be corrected.
Children to practise the incorrect spelling of Religious vocabulary only .

Any misconceptions should be addressed through marking or verbal feedback.



Photos added to
Class Gallery and
Twitter

SCIENCE

Adults to tick correct work or write an 'x' next to incorrect work

Verbal feedback

Whole Class feedback grid



Photos added to Class
Gallery and Twitter



HISTORY/ GEOGRAPHY

Adults to tick correct work or write an 'x' next to incorrect work

Verbal feedback



Whole Class feedback grid

Photos added to Class Gallery
and Twitter

VERBAL FEEDBACK

An efficient and immediate response from an adult to move pupils' learning forward is to provide verbal feedback. Giving feedback verbally means that any adult can clarify and elaborate immediately, therefore ensuring that misconceptions are not embedded, and pupils can act upon the feedback given straight away.



MARKING CODES

tick for correct work
x incorrect work

strikethrough for children's mistakes
children to use a * when editing work and rewriting underneath.

MUSIC



Verbal feedback
Whole Class feedback grid
Photos added to Class
Gallery and Twitter

PE



Verbal feedback
Whole Class feedback grid
Photos added to Class
Gallery and Twitter