

Withnell Fold Primary School



Feedback, Marking and Presentation Policy Sept 2025

Our marking policy has a variety of purposes. Through a common consistent whole school approach our aims are:

- To show children that their work is valued
- To reward achievement
- To encourage self esteem and self confidence
- To enhance a positive learning and assessment environment
- To develop pride and ownership of the children's work
- To improve and direct children's work

It is our belief that every child has the right for quality marking of written, aural, oral and practical work using a consistent system that is added to and refined according to a child's maturity. The emphasis is very much on meaningful, constructive, supportive comments (both verbal and written) that strive to continually encourage children to improve performance. The importance of good presentation is continually emphasised.

Children's work is marked:

- As work progresses or
- As soon as possible after the completion of the work to ensure that the marking is meaningful for the children
- The children are often given opportunities to reflect on comments made in the marking and act upon them

The updated policy very much holds staff well-being and time management as a priority. Staff are aware from sources such as LCC CPD courses, national recommendations and best practice in other schools that feedback and marking must be meaningful for pupils, purposeful for improving learning and effective regarding time management. Staff are aware to check the pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Policy Principles

- Feedback and marking **MUST** have purpose for children's learning.
- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults.
- All adults working with children should give feedback on their learning.

- Feedback may be written and/or oral.
- It may be immediate or reflective - either working with, or marked away from the child.
- Children should be given opportunities to respond to feedback and marking as soon as possible (where appropriate) after it has been given – this will be integral to our planning process.
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge.
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation could also be commented on, as appropriate, according to a children's development.
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning.
- We recognise that feedback and marking are crucial to the assessment process and when done effectively can enable children to become independent and confident to take the next learning step.

To maximise the impact of feedback and marking it must be embedded in effective Assessment for Learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes. For example: clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.
- Skillful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.
- Effective self-assessment allows children to reflect on progress in their learning – identifying areas of success motivating children to succeed and allow opportunities improvement.
- Ensure children are praised when they focus their comments on the learning objective for the task rather than vague or chatty comments.
- To celebrate achievement and progress and build child's self-esteem and confidence.
- Feedback and marking given will inform planning for learning and leads to pupil progress.

Feedback and Marking must:

- Be consistent throughout the school, with set codes and strategies in place.
- Be seen by children as a positive means to improving their learning.
- Be accessible for parents and carers.
- Develop a culture which allows mistakes and risk taking.

Marking Strategies

Verbal Feedback

Oral feedback is a very effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Oral feedback can be given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:

- Annotated notes on plans
- Adult comments on children's work

We will write VF next to a child's work when an adult has worked directly with a child and has given them verbal feedback. When this adult is not the class teacher, they will initial next to the VF. All verbal

feedback needs to be focused around the learning intention or success criteria.

On the spot **Live marking** / feedback

This can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways.

Distance marking

This takes place away from the children and gives opportunity for further analysis and reflection on children's progress. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- Have the children achieved, or made progress towards, the target Learning Objective?
- Can the children read and understand the comments, or have they been explained?
- Are comments spelt correctly?
- Has handwriting been used when writing comments which is clear to read and in line with school policy?

Self –assessment

Pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Children will reflect on their own work / activity and may edit this with purple pens or a highlighter colour.

Expectations

- All staff will aim to mark work by ***the next lesson in that particular subject.***
- In some subjects (particularly maths), ***correct answers will be ticked, but incorrect attempts will be marked with a dot. Misconceptions will be dealt with by an adult with the pupil when possible. (Ideally during a lesson or intervention time.) After quality marking is complete, children will respond with the use of a purple pen where appropriate***
In other areas of learning:
 - Feedback and marking needs to acknowledge progress towards the learning objective (The 3 tick system)
 - When any writing has taken place, across the curriculum, this is expected to be of a similar standard to English expectations for the child. All staff will follow the agreed marking code – see the end of the policy.
 - Ensure children will be given time to read and make focused improvements based on teacher prompts and suggestions, especially within KS2 or upper KS1 where appropriate. This will be known as purple pen time. This will be achieved in different ways and will be cohort appropriate. Teachers will use their judgement in respect of the best way to respond to children in their class. We recognise that in order for marking to be formative the information must be used and acted upon by the children.
 - Ensure that independent longer writing pieces are quality marked by the teacher at least once a week within KS2.

Quality marking

Quality marking will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.

The emphasis of the marking should be on both the success criteria and improvement needs against the learning objective. Quality marking should firstly be focused on the learning objective and secondly on other features. For this to be successful children need to understand both the learning objective (purpose of the activity) and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

Marking should be positive, clear and meaningful in its purpose. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and respond to comments, which should be age and ability appropriate. Alternatively, indication should be given that this has been given verbally.

We aim to adopt the following scheme across all subjects, promoting consistency across the school, enabling key messages to be delivered to children whatever their ability.

Each symbol used is shorthand for a message to the child; this may be recorded on their work or shared orally.

The symbols will be introduced by each class teacher at the start of the academic year so each child is clear about their purpose and meaning.

The marking scheme will be displayed prominently in the classroom.

Spellings

In EYFS & at KS1, staff will be aware of the relative phonetic development / HFW awareness of each pupil. Teachers will, therefore use their professional judgement, based on this knowledge, when correcting spellings. Children will also be directed to use a dictionary (where appropriate) or support materials such as working walls within KS1.

In KS2, teachers will use their professional judgement when correcting spellings of common and frequently mis-spelt words. This could be done by underlining the word and writing the correct spelling above where appropriate. Children will also be directed to use a dictionary to show independence.

English

- The teacher marks in a blue colour to the child.
- Stickers and stamps will be used for praise / incentive along with housepoints.
- All children will be taught the cursive writing style from entry to our Foundation Stage class in line with school policy.
- Incorrect handwriting formation is corrected by the teacher as appropriate.
- The successes are highlighted in green and the areas of development in pink as appropriate.

Presentation of work

- Year 1 to Year 6 to write the date on the top line at the right-hand side of the page. The long date is required in English. The short date can be used for all other subjects. The long or short date can be used as appropriate in KS1.
- The title / Learning Objective is written (or stuck in within KS1) underneath on the left.
- All KS2 children will underline the date and Learning Objective using a ruler.

Writing materials

Pens are introduced in Year 3 when the child can write in a legible, cursive style.

No felt tipped pens to be used in exercise books.

Colouring in exercise books only with pencil crayons.

Erasers are not to be used by the children. Any mistake is to be crossed out by a single line.

Drawings are to be completed in pencil and labels printed horizontally in ink (except in KS1 where pencil is used)

Maths

All work in maths books is to be completed in pencil.

Any mistake is to be rubbed out or crossed out by a single line so that the learning journey can be easily plotted.

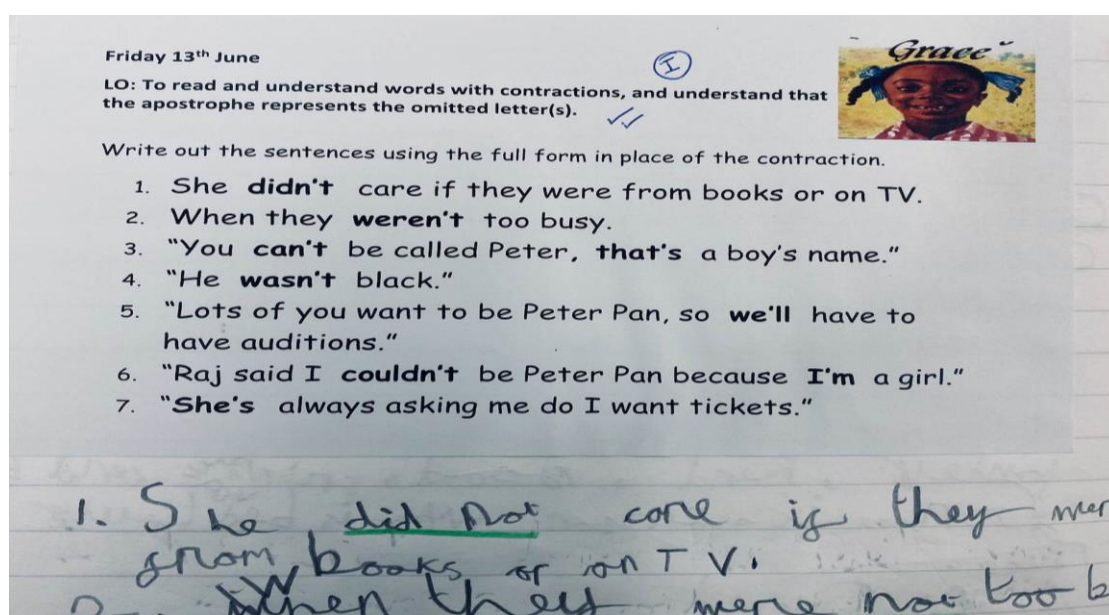
Involving pupils for reflection

Staff use a simple 3 tick system that will be shared with pupils for many lessons across the curriculum.

Pupils will always have a Learning Objective (LO) to work towards within their lessons. Staff will then feedback and mark against the LO using the criteria below:

- ✓ One tick signifies that the child has worked towards the LO but not achieved it (further feedback or interventions may be required).
- ✓ ☒ Two ticks signifies that the child has met the expected LO.
- ✓ ☒ ☒ Three ticks signifies that the child has performed above the expectations of the LO and will likely need rewarding for doing so.

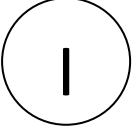
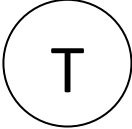
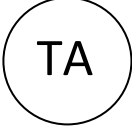
As stated earlier within the policy, this method will not be used for every lesson. Staff will use their professional judgements as to when provide written, group, verbal, etc feedback for their own lessons. They will always have that mindset that the feedback and marking needs to be meaningful, constructive and supportive for learning. KS2 weekly written pieces of work will often require individual targeted feedback that pupils can read and respond to.



Withnell Fold Primary School Mark Scheme

	Excellent work – one house point for your team!
 	Good work because you have...
	Think
	Spelling mistake of a known word
 	Grammatical error; reread your work – does it make sense?
	Punctuation error
	Start a new paragraph or line
	Missing word

Withnell Fold Primary School
Mark Scheme

	Independent work
	With teacher support
	With TA support
	With resources ❖ Apparatus -100 square, 3D shape, dictionary ❖ A display / working wall
	Verbal feedback given
	Marked by a supply teacher

Appendix B: Self-assessment Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked / I learned

I think I will / I never knew

I discovered / I was surprised

I still wonder / I have learnt

Next time I could

I now know

I found...difficult because ...

I solved ... by ...

The best example of ... is ...

I liked the way I ...

I could make your work better by ...

Next time I could ...