

Policy: Marking, Presentation and Feedback

Author: Sarah Wilson (Principal)

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MARKING, PRESENTATION AND FEEDBACK POLICY

INTENTION AND APPROACH

The purpose of marking and feedback is to raise the achievement, confidence and self-esteem of children by providing timely and effective feedback that enables them to make progress in their learning.

Feedback should be:

- Meaningful
- Manageable
- Motivating

The purpose of feedback is to improve pupil learning rather than generate evidence of marking. The most effective feedback may be verbal, written, through modelling, whole-class feedback or immediate intervention during lessons.

Teachers will use their professional judgement when providing feedback on children's work. It is expected that all work will be reviewed by staff; however, evidence of written marking is not required in every piece of work. There will be occasions where verbal feedback, live marking or responsive teaching provides the most effective form of feedback and no written marking may be evident.

PRACTICE

Effective feedback will:

- Have high expectations of what each individual child can achieve.
- Relate to learning objectives, which need to be shared with children.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear next steps and include strategies for improvement.
- Help close the gap between current and desired performance.
- Allow children time to read, reflect and respond.
- Inform future planning and individual target setting.
- Be accessible to all children.
- Be consistent across the school.
- Be adapted where necessary to meet the needs of pupils with SEND, EAL and other identified learning needs.

PLANNING FOR FEEDBACK

Planning for feedback should include:

- Clear learning intentions and success criteria.
- Opportunities for pupils to improve their work following feedback.
- Opportunities for misconceptions to be addressed through further teaching.
- Evidence that feedback informs future planning and assessment for learning.

INTERACTIVE LEARNING

Teachers should use a variety of strategies to ensure that pupils play an active role in the assessment process:

Verbal Feedback

Verbal feedback is the most frequently used form of feedback and takes place continuously throughout the school day. It enables misconceptions to be addressed immediately and supports pupils in moving their learning forward.

Written Feedback

Teachers will use professional judgement to determine when written feedback will have the greatest impact on pupil progress.

Written feedback should:

- Recognise successes.
- Identify misconceptions where appropriate.
- Provide guidance for future improvement.
- Be concise and purposeful.

Whole-Class Feedback

Teachers may use whole-class feedback as an effective strategy to identify common strengths, misconceptions and next steps for learning.

Whole-class feedback may be evidenced through:

- Whole-class feedback sheets.
- Annotated planning.
- Modelling during subsequent lessons.
- Group discussions and reteaching.

Peer and Self-Assessment

Clear success criteria should be used to support self and peer assessment. These approaches should be modelled regularly and used appropriately to develop pupils' understanding of quality work.

MARKING FOR LEARNING

Feedback should be an integral part of everyday teaching and learning. It should be used to:

- Inform short-term planning.
- Inform teachers about pupil progress.
- Help pupils understand how well they are doing and what they need to do next.
- Support communication between staff working with pupils.
- Identify next teaching steps.

FEEDBACK EXPECTATIONS

All work should be reviewed by an appropriate member of staff. Feedback may take a variety of forms, including:

- Verbal feedback
- Live marking
- Written feedback
- Whole-class feedback
- Self-assessment

- Peer assessment
- Where written feedback is provided, green pen should be used.
- Teachers should ensure that pupils are given opportunities to reflect upon and respond to feedback where appropriate.
- There should be evidence over time that feedback is contributing to pupil progress and improved outcomes.
- Children may use a Purple Polishing Pen when responding to feedback or improving work.

SECRETARIAL FEATURES

Correct spelling, punctuation and grammar should be encouraged across the curriculum.

Staff should use their professional judgement when correcting errors and should focus primarily on:

- Key vocabulary
- High-frequency words
- Errors related to the learning objective
- Individual targets

Children should be encouraged to proofread and edit their own work before submitting it.

PRESENTATION

High standards of presentation are expected and should reflect pride in learning. Staff should apply expectations proportionately, taking account of pupils' age, stage of development and additional needs.

Dating Work

- Maths work should be dated using a short date (e.g. 24.02.26).
- Reading work should be dated using a short date (e.g. 24.02.26).
- Other written work should be dated using a long date (e.g. 24th February 2026).

Layout

Work should generally be presented as follows:

- Date on the first line and underlined.
- Learning objective on the next line and underlined.
- Leave a line before beginning work.
- Where a title is used, it should be underlined.

Handwriting

- Attention should be given to handwriting in all pieces of written work.
- Children may use of a pen from Year 3 onwards based on their individual handwriting standard and readiness.
- A pencil should be used for all mathematics work.
- All staff marking should model high standards of presentation.

SYMBOLS USED IN MARKING

The traffic light system should be used to indicate attainment against the learning objective.

ORANGE

Learning objective partially achieved.

Feedback should identify what is required for the pupil to achieve the objective.

GREEN

Learning objective achieved.

Feedback should provide challenge, extension or opportunities to deepen understanding.

Teachers may use additional professional judgement to identify pupils working significantly above or below expected standards where appropriate.

LEARNING OBJECTIVES

Learning objectives should:

- Be clearly stated.
- Focus on the learning rather than the activity.
- Be concise and pupil-friendly.

In Key Stage 1, learning objectives may be printed on labels and attached by pupils or printed in lists.

In Key Stage 2, learning objectives may be handwritten.

Learning objectives should be acknowledged as part of the feedback process.

In Early Years, learning objectives are tracked and assessed through ongoing observation and assessment systems used by staff.

MONITORING AND EVALUATION

Monitoring of this policy will be the responsibility of the Senior Leadership Team and Subject Leaders.

Monitoring activities may include:

- Book looks
- Work scrutiny
- Learning walks
- Pupil voice
- Staff feedback
- Review of pupil progress data

Monitoring will focus on the impact of feedback on learning and progress rather than the volume of written marking.

The Senior Leadership Team will oversee implementation in relation to the Academy Development Plan. Subject Leaders will monitor practice and standards within their curriculum areas.