



## MARKING, FEEDBACK AND PRESENTATION POLICY

LEADER / CO-ORDINATORS	Mrs J M Farrimond Mrs K Gillard
GROUPS INVOLVED IN DISCUSSION	Headteacher Senior Leadership Team All Staff Governing Body Children Parents
LINK TO SCHOOL IMPROVEMENT PLAN	Priority 2 and 3

*'Trust in the Lord with all your heart and do not lean on your own understanding; in all your ways, acknowledge Him and He will make your paths straight.'*  
Proverbs 3:5-6

### INTRODUCTION AND AIMS

As stated in our school's Mission Statement, our 3 aims are to-

- Have a sense of responsibility and take an active part in serving our world;
- Have a growing understanding of Gospel Values and gather in prayer and Worship;
- Have a passion for learning and an enjoyment for discovery.

*"Hand in Hand, In the image of Jesus,*

*We grow together and celebrate who we are."*

The staff of St. Aidan's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

### I. DOCUMENT PURPOSE

- 1.1 The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.
- 1.2 Any marking and feedback should provide a focus on success and improvements needed against the Learning Objectives; enabling children to become reflective learners and helping them to achieve desired performance. It forms an integral part of the assessment process and assists future planning and target setting for both teacher and pupil.
- 1.3 The primary purpose for the excellent presentation of work is to establish and maintain high expectations and pride in everything we do - both children and staff. This should create a clear and consistent set of guidelines for the presentation of children's learning at their age and stage (See Section 8).
- 1.4 This document is set in accordance with other policies: Religious Education, Assessment and Monitoring, EYFS, Teaching and Learning, Inclusion and Behaviour & Discipline.



## 2 AUDIENCE

2.1 This policy is distributed to:

- All teaching staff
- All support staff
- All school staff
- School governors
- All children with symbols displayed in all classrooms and learning rooms
- All families (via the website)

2.2 Copies of the policy are available at school in the policy files or from the SLT.

## 3. PRINCIPLES OF MARKING AND FEEDBACK

3.1 The following principles underpin and support this policy:

Recognise the efforts made by the child

Provide **meaningful** feedback to the child

Highlight areas for development / improvement / correction thereby enabling the child to identify clear next steps providing **motivation** for learning

Be an important part of assessment, informing future planning of lessons and individual target setting

Enable teacher to record progress related to the Learning Objective, based on the previous attainment

Be **manageable** for both the child and the teacher

Be relevant

Involve all adults working with the children

Whenever possible, involve the child directly, taking into account the age of the child

On a daily basis and when appropriate, lessons must begin with time for feedback

In Key Stage 2, marking in English and Maths, and where appropriate in other areas, will provide a Check or a Challenge the during week. This will be introduced into Year 2 during the Summer Term.

3.2 There will naturally be some differences in the marking symbols (see Appendix 1) and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

## 4. RESPONSIBILITIES MONITORING THE POLICY IN PRACTICE

4.1 There are three main areas of responsibility for behaviour management:

- School

Teacher / Staff in charge of pupils

Key Stage Leaders -

Mrs. V Gregory (EYFS)

Mrs. K Crabtree (Phase Leader Key Stage 1)

Mrs. K Gillard (LKS2 Phase Leader / Deputy Headteacher)

Mrs. A. Wood (UKS2 Phase Leader / Assistant Headteacher)

Deputy Headteacher -

Mrs. K. Gillard

Headteacher -

Mrs. J. M. Farrimond

Governors, Chair of Pupil and Curriculum: Mr. A Kay



## 5. ASPECTS OF MARKING AND FEEDBACK

**5.1 Verbal Feedback:** will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class. It will be mainly based around the Learning Objective. It will be more frequent in Early Years where there is a focus on practical work. The symbol VF will be indicated by the teacher on the child's book and indicated by the child through their actions or in the use of the Purple Polishing Pens (see 5.7).

**5.2 Light Touch Marking:** will refer to the Learning Objective either by a tick or a highlight (of the text or the LO).

**5.3 Deep Marking:** will be positive, clear and linked to the LO and non-negotiable aspects of Year group expectations. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, reversed numbers or letters, handwriting (see Presentation Sections 7 and 8), layout etc. Children should be given time to read and respond to the written marking in order that the feedback provided has maximum impact on learning.

In Key Stage 2, teachers will use the symbol ↑ to indicate a **Check or Challenge** task. This will take place on occasions during the week (when appropriate) for English and Maths and as appropriate for other subjects. Time at the start of the next lesson must be given to address their Check or Challenge and will ensure consolidation or ensure children are working at Deeper Understanding if possible.

**5.4 Summative Feedback:** Comments should avoid feedback that implies innate ability, eg. 'you are really good at this!' Feedback should offer comments on effort and engagement with the process, eg. 'I can see that today's challenge has really helped you to think today'. It is helpful to record if a child shows secure understanding.

**5.5 All Marking:** will be kept up to date and marked before the next lesson unless extenuating circumstances. All marking will indicate, using the symbol DU, where a child has worked at **Deeper Understanding** during some or the entire lesson (also indicated within planning).

**5.6** School staff will mark in **green** pens, with Teaching Assistants and Supply staff initialling the work they have marked. **Green** highlighters will be used to indicate an achieved Learning Objective (highlighting over the LO), and, in some Year groups, areas within the work that is evidence of where the LO has been met.

**5.7** Children in Key Stage 2 will use **purple** polishing pens when correcting or re-drafting work. Children in Key Stage 2 will use **black** pens for peer and buddy marking, which can promote helpful dialogue about learning (see Appendix 2 for suggestion sentence starters). Peer marking partners must respect their peer's work at all times, be positive, clear and fair.

### **5.8 Subject Specific Marking:**

**ENGLISH:** Marked according to the Lesson Objective and using the annotations agreed. Not every aspect of the pupil's writing will be marked for every piece of work, as over-marking can be disheartening and we want the learning to focus on the LO.

**MATHS:** Marked according to the Lesson Objective and using the annotations agreed. Not every aspect of the pupil's writing will be marked for every piece of work, as over-marking can be disheartening and we want the learning to focus on the LO. In addition, Pupils may be asked to complete corrections in their PP Pens and never more than three. Correct answers will be given a tick ✓, incorrect or think again will have a dot •

**5.9 Subject Specific Vocabulary:** when marking in a subject, such as Science, teachers may concentrate on correction of relevant scientific vocabulary specifically, rather than overly focussing on general spelling errors. Where children attempt to use new terminology

**5.10 Marking in Early Years Foundation Stage:** will be given verbally. Observational assessments are an integral part of the learning and development process, and feedback is verbal due to the practical nature of the Early Years Curriculum. Ongoing assessments ensure that children are making progress towards the Early Learning Goals.



# ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

Systematic observations and assessments of each child's achievements, interest and application of the Characteristics of Effective Learning are made by all members of staff and each member of staff initials their observations. These observations are used to plan relevant activities and opportunities for each child. Feedback is given verbally and a child's Next Steps are recorded as part of the observation. Each child has an electronic learning journey and Observations are shared with parents via email and include the child's Next Steps in learning. Parents are given the opportunity to contribute and can offer their own feedback via parental observations. Most judgements about children's progress should be made through observing child-initiated activities, when the observation is from an adult led activity this will be stated within the observation. All observations are dated, initialled and linked to Early Years Outcomes /Development Matters age bands and when appropriate include pupil voice.

5.11 **Marking in RE books:** will remain within the ethos of recognising the effort of the children and being meaningful. It should focus on the Learning Objective of the lesson and use **Skill words** and **key words**. Highlighting will be used to indicate an achieved LO and where driver words have been used effectively. Marking may address some 'age-appropriate' spellings and within extended writing it can recognise the English specific Year group objectives, but never to the detriment of the objective.

5.12 **Marking Annotations** are displayed in all classrooms, in appropriate books and consistently used throughout the school in all subjects (see Appendix 1). **Vocabulary** will be listed on the Topic Organisers and referenced by highlighting when it is used correctly in the children's work.

5.13 In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on what marking method will have the most effective impact on learning and progress for each piece of work set.

## 6. ASSESSMENT AND DATA

6.1 Marking can be used to contribute towards summative assessment and accountability data; however, teachers should remember that the audience for the marking is the child.

## 7. PRINCIPLES OF EXCELLENT PRESENTATION

7.1 The following principles underpin and support this policy:

Recognise the efforts made by the child

Highlight areas for development / improvement

Be relevant and in-line with the school's handwriting policy, ensuring a consistency

7.2 There will naturally be some differences in the Year group expectations for handwriting and presentation. Work of an unsatisfactory standard may have to be rewritten, partly or entirely.

## 8. ASPECTS OF PRESENTATION OF WORK

8.1 All Key Stages:

- Early Years follow the guidance of Little Wandle for letter formation
- Children should begin using simple joins in their handwriting in Year 1 and all children should be using joins by the end of year 2; as per the handwriting scheme 'Letter-join' and individual children's ability
- A pen is to be introduced when appropriate at the discretion of the teacher. The aim is that by the end of Year 4 all children will be writing in pen. Handwriting should be joined and legible as per the handwriting schemes and individual children's ability and progress
- In all Year groups, the date and Learning Objective will be evident in the book for the start of the lesson or topic (if the LOs are placed in a list at the start of the topic)
- In Years 1 to Year 4 writing the **date** and **Learning Objective** will be at the discretion of the teacher for certain children. In this case the teacher will choose to write that date and title for the child or stick it in
- Where children are writing the date and Learning Objective, they should be underlined with a pencil and ruler



# ST. AIDAN'S CATHOLIC PRIMARY SCHOOL

- In all subjects (except maths) the date should be presented in full, e.g. Monday, 10<sup>th</sup> June, 2026. In Maths the date should be written in numbers, e.g. 10.06.26
- In all subjects, diagrams and drawings are to be done in pencil with labels or annotations oriented in pen / pencil horizontal, ruled lines. All colouring to be done in pencil - felt-tip pens must not be used in exercise books
- When sticking work / labels in books ensure that they are straight, cut to size and neatly stuck in.
- If a child makes a mistake, they are to draw a neat line through the mistake and start again - do not over-write
- In **Maths** specifically,
  - the short date will be written and underlined once, e.g. 04.05.2025
  - All figures must be written neatly and clearly with 1 figure to each square
  - For problem solving calculations and methods for solving should be shown
  - When using vertical layout, the answer should have rule lines above and below, with the operation sign to the left
  - All diagrams, graphs, tables must be drawn with a pencil

## 9. PRESENTATION OF THE BOOKS

9.1 Electronically printed labels will be placed on the front cover of each book:

Name  
Year  
Subject

9.2 At the end of each year, books will be supplied for the necessary subjects- these will be the colour and size of books for the upcoming year.

## 10. MONITORING AND REVIEW OF POLICY

10.1 The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

10.2 The Headteacher and governing body reviews this policy every two years. They may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, to take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

DISCUSSED AND AGREED BY RELEVANT STAFF	Amended January 2026
DISCUSSED AND AGREED BY CHILDREN AND FAMILIES	January 2026
DISCUSSED AND AGREED BY GOVERNING BODY	Quality of Education Committee, 2 <sup>nd</sup> March, 2026
MONITORING AND EVALUATION	Leadership Discussion January 2026
This policy was last up-dated on	September 2025
Formal Review of Policy	September 2027

Signed: \_\_\_\_\_

Headteacher, Mrs J. M. Farrimond

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Chair of Committee



Marking Annotations	
✓	Correct
✓✓	When an area is exceptional (to the individual child)
DU	Working with a Deeper Understanding Placed in the top corner of the page
.	Incorrect / think again
//////////	Incorrect spelling / number formation Depended on: Age and Stage and Non-negotiables for each year group
↑	Check or Challenge Key Stage 2 2 per week for English and Maths, as appropriate for other subjects
○	Missing or incorrect capital letter or other punctuation
//	Paragraphing
VF	Verbal Feedback given
G	Guided Session
T	Working in a Team
P	Partner Work
S	Supported
Green Marking	Staff TAs and Supply Staff must initial work after marking
Purple Polish Pens	KS2: Children to re-draft / correct work
Black Pens	KS2: For Peer / Buddy marking
Green Highlighter	Highlights an achieved Learning Objective and areas within the work that meet the LO Green Highlighter dot / circle next to LO shows an 'almost' met LO Green Highlighter to indicate correct use of vocabulary
Pink Highlighter	Highlights areas within the work where errors / developments are needed