



# St Paul's Church of England Primary School Marking, Feedback and Presentation Policy

**Adopted by:** Curriculum and Achievement Committee  
**On:** Wednesday 8<sup>th</sup> June 2022  
**Review:** June 2025

Marking is an essential part of assessment *for* (formative) and *of* (summative) learning and thus teaching and learning. Well-presented, well-marked exercise books provide evidence of effective learning and progress; supporting pupils in understanding what they have learnt, are able to do and helping them in moving on with learning.

Through careful use of quality marking and feedback, we assess what children have learnt against level descriptors and small-step targets, identify strengths and unpick weaknesses and misconceptions.

Responding to pupils' work using a wide range of marking strategies including timely prompts (scaffold, reminder or example) acknowledges achievement; promotes positive attitudes and ensures misconceptions are addressed. Marking curricular targets as they are reached leads to new knowledge being gained or skills being clearly reinforced.

## **Presentation**

Careful setting out and presentation of work in exercise books is important to support learning. We have the following expectations for the layout of work in books:

*Titles* All work should have a title, this may indicate what the learning objective for the lesson is. There is not an expectation to have a learning intention as well, as this can be a secretarial burden. The learning intention will be made clear to children by the teacher during the lesson, but does not need to be recorded in exercise books.

*Dates* Children are expected to write a full date in all subjects other than mathematics where a dd/mm/yy format can be used.

*In Foundation Stage all pieces of work should be dated by an adult.*

*In lower key stage 1 pupils often have a printed date, title and/or learning intention. This enables them to get straight to the learning, however they should be encouraged to record their own dates and titles so that by year 2 the vast majority of children are able to do so efficiently.*

*Margins* Most of the exercise books have pre-printed margins. In maths books we teach the children to draw a margin with a ruler. We write the question number to the left of the margin.

- Underlining* This is done with a ruler in pencil. Children in lower year groups are taught how to manipulate a ruler in order to draw a straight line effectively.
- Space* We do not necessarily start a new page for a new piece of work, instead we encourage children to use books sensibly and to at times put more than one piece of work on a page at a time.
- Rubbers* Mistakes are part of the learning process and staff do not admonish pupils for them. We encourage children to use rubbers sparingly.

## **Purpose<sup>[SEP]</sup> of Marking**

Marking:

- Informs daily planning and re-shaping learning at any point in a lesson
- Provides key information for on-going assessment
- Encourages, motivates, challenges and creates a growth mind set
- provides accurate feedback
- recognises achievement and presentation
- shows pupils that we value their work
- ensures high standards and excellent progress
- correct errors and address misunderstandings or misconceptions
- allow pupils to reflect on their performance and to set new targets

Through marking:

*Pupils* should be made aware of what they have achieved. They should feel positive and informed about their work. Marking should give opportunities for pupils to move their learning forward.

*Parents* should be aware of what their children have achieved and feel positive about their children's achievements. They should be able to use marking to identify progress over time and any barriers to learning.

*Teachers* should be aware of what children have learnt and achieved. They should use marking to motivate, support and encourage them in moving their learning forward.

*Support staff* should be aware of how to make children aware of what they have achieved and should play an active and positive role in the marking process.

## **Principles**

Marking must always:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives, **success criteria** and curricular targets
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing
- ensure pupils respond to feedback and know what they need to do to improve
- provide pupils with self and peer assessment opportunities

## **Types of Feedback for Assessment for Learning**

We use a range of marking strategies, listed below, to provide effective feedback to our pupils. This variety is central to gaining an insight into what has been learnt and in supporting next steps in learning.

Marking should be a focussed and efficient process, which makes the best use of the teacher's planning and preparation time. It should not be an over-onerous exercise focussed on leaving an evidence trail for others, rather a swift exercise providing assessment information to support planning and to give feedback on learning to the pupil. To support this we encourage teachers to **use a range of marking strategies**.

### **Strategies with a Summative Focus**

*Secretarial marking*, such as sole correction of punctuation and mostly *capital letters, spelling and full stops*, has little impact on significant progress outside of these areas. We use this consistently but not as our main focus of marking for impact. If you make the same comment more than twice over time in an exercise book then the marking and feedback is not having the required impact.

*Acknowledgement marking*, such as ticks and initials can support summative assessment of a piece of work and can be time efficient, however it has limited impact on a pupil's progress.

*Summative marking*, such as referring solely to whether the pupil achieved the objective in full such as '*you achieved the learning objective*' (or not) is used to show a teacher's summative assessment judgement. It has almost no impact on making further progress, unless accompanied by a prompt or an improvement target.

*Personal, emotionally-based marking* is used at a teacher's discretion and focuses on attitudes to learning and motivation rather than the learning itself.


### **Formative Focussed Marking**

*Progression marking* impacts learning most significantly by ensuring all success criteria are achieved, new knowledge gained, errors and mistakes understood and progress results.

Progression marking should identify and explain areas of excellence and areas for development. Comments should consist of:

- judicious use of praise

plus one or more of the following:

- a reminder prompt
- a scaffold prompt
- an example prompt 

Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

### **What to mark**

- Teachers will apply their judgment when choosing the detail and focus of the marking, depending on the learning objective, success criteria, their knowledge of the child and the child's personal learning targets
- Spelling errors will normally be kept to a maximum of five errors per piece of work. Focus will be given to the correct spelling of high frequency words. The correct elements of ambitious/high level vocabulary will be praised in correction. The aim is to encourage ambition in vocabulary rather than to restrict pupils to simplistic vocabulary that they are confident they can spell.

### **How to mark**

- Teachers use a range of the marking strategies identified above. Each type has benefits and limitations and so using a range of strategies is essential.
- There is an expectation that pupils are given time to respond and learn from daily marking. They respond using a purple pen to the teacher
- Pupils should know the progress they are making and their next steps
- Teachers must mark using clear, legible handwriting with correct letter formation
- Marking is completed in green ink
- If verbal feedback is given, pupils should, where able, record a summary of the comments in their book
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher on their planning and addressed in a focus group
- Where a large proportion of the class has misunderstood a concept, this should be planned into the teaching session of the next lesson

### **Peer Assessment**

Children may, where appropriate, self mark work, or mark another child's work. The teacher will review this marking. Homework can often be marked by the children themselves.

In this way the class can discuss and explain the answers. Teachers support pupils in developing the skills necessary to peer assess in a productive and effective way.

### **Mistakes and Corrections**

Making mistakes is an essential part of the learning process and can often lead to more significant learning. We promote a culture of accepting and learning from errors. It is important that the 'learning trail' is clear for the pupil, teacher and parent to see. Teachers will use this information to support assessment and planning of future steps in learning.

### **Teaching Assistants**

- Teaching Assistants should mark work produced by their group of pupils and this should only be done in green ink and within the session to give immediate feedback
- They should then inform the teacher of the progress and problems from that piece of work.
- TAs should always outline in a pupil's book when and what support was given

### **Supply Teachers**

<sup>[L]</sup><sub>[SEP]</sub>We expect supply teachers to mark all work using green ink, following the marking policies (and then write SP in brackets on each page they have marked).

### **Success Criteria** <sup>[L]</sup><sub>[SEP]</sub>

We know our policy is working when:

- there is evidence that work is being consistently marked
- marking informs planning
- pupils acknowledge feedback
- good responses to marking result in excellent progress

### **Monitoring**

<sup>[L]</sup><sub>[SEP]</sub>We will ensure that these guidelines are being used consistently throughout the school by regularly scrutinising work. This will be the responsibility of the Leadership Team and subject leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings, year group meetings or with individual members of staff.

Marking is a standing item in the school's induction procedure and forms part of the annual induction inset for all staff.