



St Stephen's Tockholes

Marking and Presentation Policy

Date: 2025 - 2026

MARKING, FEEDBACK AND PRESENTATION POLICY

This policy complements the Handwriting Policy at Tockholes, St Stephen's CE Primary School and was written after consultation with teaching staff. Feedback is a vital component in maximising the full learning potential of all our children.

Principles for Feedback and Marking

Effective feedback is crucial to outstanding teaching.

- To ensure meaningful feedback is present in all lessons.
- 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 appropriate to the children's learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or verbal, including use of feedback book.
- It may be immediate or reflective (i.e. working with the child or marked away from the child)
- Where appropriate children should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback should identify where children have been successful in their learning and highlight 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 may also be commented on, as appropriate, according to the children's stages of learning.
- Feedback and marking will inform planning for learning.

Feedback and Marking in the AfL Cycle

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 e.g. clear, focused learning objectives; success criteria which support these where appropriate; appropriately differentiated learning activities etc – shared with the children.
- Skilful open ended 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 – “Why? What if? How do you know?”
- 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 and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement – dependent upon age.
- Staff should walk the floor to impact upon learning.

Marking Strategies

Approaches:

It is assumed that children will be working independently unless stated in the feedback and marking by teachers.

All children to write in pencil in all areas of the curriculum.

- **Verbal feedback** – 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.
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child.

- **Class marking** - this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. 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. This is recorded in the class feedback book.
- **Self –assessment and evaluation** – 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 respond to marking in green pen (tick or fix).
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.
- **Peer and self-assessment should work hand in hand.** At the end of each writing and maths block children should either peer or self-assess, and as and when appropriate in other areas of the curriculum. This can be written or verbal.

Routines

Green pens will be used by the children to make corrections, fix it, or to polish their work, up to improve it. Supply teachers will be expected to use the marking code. Teachers will mark in pink pen using the marking code

Marking codes - These are the codes that can be used during marking and feedback

Marking Codes

In Reception marking is given verbally and instantly to the pupils. Comments will be constructive and positive relating to the objectives/success criteria introduced in class. Visual symbols will be introduced to specific children dependent on their individual progress (usually towards the end of the reception year).

These symbols will provide children with prompts for their next developmental target.

✓ = Objective achieved

✓ ✓ Great work

○ = Correction/Missing punctuation/improvement needed

For example,

river Nile becAuse

VF = verbal feedback

WS = child supported by an adult with the work produced

~~~~~ = mistake / spelling error ( 2/3 per piece of work where appropriate. Write out word correctly 3 times)

## **Presentation of Work**

### **Aims**

- To maintain a high quality of work presentation across the school
- To ensure consistency of work presentation across the school
- To help the children develop a sense of pride in their work

### **General Guidelines for Presentation and Layout of Work**

- Work will be presented **neatly** at all times; no staff will accept untidy or messy work.
- All classes to follow the Handwriting Policy
- All work to be dated and titled (learning title or lesson number).
  - Year 1 may have the date and title pre-stuck into their books
  - Year 2 will be taught how to write the date and title for themselves when appropriate and especially in the summer term
- All dates to be written on the left hand side – short date for maths /handwriting/spelling, long date other subjects
- All work to be ruled off (at teacher’s discretion) with no pages missed out.
- Self and peer assessments e.g. pupil comments, smiley faces, to be done neatly in an appropriate pen
- Books will be well looked after by pupils - no doodling or scribbling on covers on pages is allowed.
- Pencil will be used for all work.
- Erasers and eradicators can be used at teacher’s discretion - If a rubber is not used, a single line to be drawn through the mistake.
- All lines will be drawn with a pencil and ruler
- Worksheets/pictures etc. are trimmed to fit pages
- DUMTUMS to be used throughout the curriculum
- DUMTUMS stands for:
  - D – date**
  - U – underline**
  - M- miss a line**
  - T – Title/LO**
  - U- underline**
  - M- miss a line**
- Colouring crayons are to be used in books - felts are not to be used on books directly but can be used on worksheets
- In maths:
  - Calculations to be written in straight columns, with each digit and sign in its own square
  - If appropriate pages can be divided in to two by folding the page vertically in half
  - Each calculation must be clearly numbered with a number or letter to distinguish it from working figures.
  - A space to be left between each question
  - All diagrams and lines drawn in pencil, using a ruler, where appropriate

The presentation of all work will be monitored by SLT on a regular basis and by the teachers on a termly basis.

### **Outcomes**

- The presentation of all work will be of a high quality
- There will be consistency of presentation across the school
- Children will take pride in their work, following the agreed guidelines and take time to present their work to the best of their ability.

This policy was reviewed  
November 2025 Next  
review date Autumn  
2026

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