

Presentation Marking and Feedback Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
November 2026	No later than two years following publication of the policy	Mrs Selina Ratchford (Headteacher)	December 2026	December 2026

Presentation in Books
As part of our school values of 'Growing together to be proud of everything we do' we feel an important aspect of school life is for children to be proud of the work they produce. In order for children to take pride in their work and know the expectations set out by the school we have a clear set of guidelines that apply to all pieces of work in each key stage which teachers will promote and model (see Appendix 1)

Marking and Feedback
At Spalding St Paul's School, we believe that all children are entitled to regular and meaningful feedback on their learning. When marking children's work, the age of the children needs to be considered to ensure that they are able to understand and act on the feedback given. It is also important to have consistency in the marking symbols used by individual teachers so that the children continue to build on learning as they move through the school.

Aims
We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same
- boost their self-esteem and aspirations, through use of praise and encouragement
- provide them with a clear picture of how far they have come in their learning, and their next steps
- offer them specific information on the extent to which they have met the learning intention, and/or the individual targets set for them
- promote self-assessment and per assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- share expectations
- gauge their understanding, and identify any misconceptions
- provide a basis both for summative and for formative assessment
- provide the ongoing assessment that should inform our future lesson-planning

Our Marking Style
The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

Whilst all work should be marked, teachers do not need to give a written comment on every piece of work. Teachers should use the marking code (see appendix 2) with green pen to identify strengths and red to identify areas to work on and the children showing their corrections in purple (Purple Polish). When giving written feedback, we will use the guidance outlined in appendix 3.

The marking should always be in accordance with the learning intention, success criteria and the child's own personal learning targets.

The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be clear, precise and appropriate to the age and ability of the child, and may vary across year groups and key stages.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intention and the success criteria for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Children should be encouraged to assess their work ahead of final marking. This helps the children to self-reflect at each step of the learning process.

Once marking has been completed, pupils will be given the opportunity to respond to the marking using a purple pen. This may involve them:

- Self-correcting work
- Extending work
- Redrafting
- Receiving a challenge

The school has guidelines that apply to all pieces of work in each key stage e.g. the date and learning intention must be underlined (see appendix 2) which teachers will promote and model.

APPENDIX 1

Overview of expectations

	Presentation *ALL CLASSES WILL DO* ***DUMTUMS:*** ***i.e. Date, underline, miss a line, title, underline, miss a line.***	***Handwriting*** *School Handwriting scheme – 'Penpals'* *From Y4 children are eligible for achieving their 'Pen Licence' award if they produce consistent, high quality handwriting throughout their work.* *Adults are expected to have timely interventions to correct misconceptions such as letter formation, orientation, spacing, size and pencil grip.* *Standards of presentation and handwriting expectations will be consistent across all subjects. Adults will be expected to 'role-model' good handwriting and presentation.*	***Mistakes*** *All children should be taught that mistakes are a natural part of learning and we can all learn from them. This is why a neat, ruled line is more effective than using a rubber as we can see where their learning has taken place.* *No child should feel afraid to 'have a go' and the teaching culture must support this.*
R	All work to be headed with at least the number date written by either child or teacher as developmentally appropriate. Date will be in top left hand corner. Children to have activities and play using rulers to learn how to use them.	Writing to be done in sharp pencil. All children to learn letter formation in line with school agreed Handwriting Scheme. Handwriting to be taught as a discreet subject in curriculum time with focus on pattern forming, fine and gross motor development and correct basic letter formation.	Children will not use a rubber – adults in the setting wish to see the mistakes they make in order to address misconceptions. Teacher may use a rubber where necessary.
1	Children to be taught to write the full date (English / science / topic / handwriting) or the Number date (Maths) where developmentally appropriate. Children will be taught how to underline with a ruler as dev appropriate. Date and LO at the top left side. LO to be by the teacher initially (modelled) then as the year progresses by the child.	Writing to be done in a sharp pencil. Handwriting printed showing correct orientation. Children should be able to write on a line. Handwriting to be taught as a discreet subject in curriculum time following the sequence of school scheme.	Individual mistakes, crossed through with a short line – unruled. However, larger mistakes should be crossed out with a neat, ruled line (where developmentally appropriate) and the correct version written after if possible, rather than on top. No rubbers to be used in maths as mistakes and working out needs to be analysed.
2	All work to be headed by the full date (English / science / topic / handwriting) or the Number date (Maths) Date and LO at the top left side and by the end of the year the date to be underlined with a ruler.	Writing to be done in sharp pencil. Evidence of using joined writing should be seen by the end of Y2 which may not necessarily be consistent in a small number of children for whom it is developmentally appropriate. Handwriting to be taught as a discreet subject in curriculum time following the sequence of school scheme and the National Curriculum.	
3	All work to be headed by the full date (English / science / topic / handwriting) or the Number date (Maths) Date and LO at the top left side and by the end of the year the date to be underlined with a ruler. Paragraphs are indicated by leaving a line, not indenting.	The vast majority of children should now be using a joined script. Children should begin to use pen when developmentally appropriate. Maths work to be done in pencil. Science diagrams will be drawn in pencil (including label lines) and labelled in pen. Handwriting to be taught as a discreet subject in curriculum time following the sequence of school scheme and the National Curriculum.	Errors to be crossed through with a single, ruled line. The correct version to be written on the line next to the mistake where possible, not on top. If a mistake has been spotted as part of self-editing then asterisk/s * used and the correction will have the corresponding asterisk/s at the bottom of the piece of work. The following symbols should be taught to the children to use in self-editing: ^ for omission // for a new paragraph where it has been missed. No rubbers to be used in maths as mistakes and working out needs to be analysed. No correction fluid to be used.
4	All work to be headed by the full date (English / science / topic / handwriting) or the Number date (Maths) Date and LO at the top left side and by the end of the year the date to be underlined with a ruler. Paragraphs are indicated by leaving a line, not indenting.	Most children should now be using a fluent and confident joined script. Children should begin to use pen when developmentally appropriate and be awarded their 'pen licence'. Maths work to be done in pencil. Science diagrams will be drawn in pencil (including label lines) and labelled in pen. Handwriting to be taught as a discreet subject in curriculum time following the sequence of school scheme and the National Curriculum.	
5	All work to be headed by the full date (English / science / topic / handwriting) or the Number date (Maths) Date and LO at the top left side and by the end of the year the date to be underlined with a ruler. Paragraphs are indicated by leaving a line, not indenting.	The vast majority of children should now be using a fluent and confident joined script. By the end of the year, all writing to be done in handwriting pen as and when children have earned their 'pen licence'. Maths work to be done in pencil. Science diagrams will be drawn in pencil and labelled (including label lines) in pen. Handwriting to be taught as a discreet subject in curriculum time following the school agreed scheme and the National Curriculum .	
6	All work to be headed by the full date (English / science / topic / handwriting) or the Number date (Maths) Date and LO at the top left side and by the end of the year the date to be underlined with a ruler. Paragraphs are indicated by leaving a line, not indenting.	The vast majority of children should now be using a fluent and confident joined script. Writing to be done in handwriting pen Maths work to be done in pencil. Science diagrams will be drawn in pencil and labelled (including label lines) in pen. Handwriting to be taught as a discreet subject in curriculum time following the school agreed scheme and the National Curriculum .	

Appendix 2

Our Marking Code:

Green is Good
Red to think (Teacher/TA)
Purple Polish (peer/self-assessment by children)

✔	This work is correct In Writing, also tick examples where the child has been meeting the S.C e.g. good vocabulary, use of connectives, punctuation, figurative language etc.
✖	This is incorrect (Maths) Correct your work
C	**Challenge work** to be identified by a c in a circle.
Tuesbay	Letter, or number facing the wrong direction *Practise writing your letter or number the right way round 3x underneath the piece of work.*
tuesday p.	Circle: There is incorrect use of punctuation (including upper and lowercase letters) Correct the punctuation P: There is missing punctuation Insert correct punctuation
Sp	Spelling mistake Correct an appropriate number of words, appropriate to a child's ability. Some words may be corrected by the child e.g. words from spellings focus, topic words etc. *Children to practise 3 key words underneath the piece of work.*
The boy were eating his dinner.	Does this make sense? Re-read and correct your work
/	Space needed Remember to leave a space in between each word
//	New paragraph needed
SR	Initials of teacher/TA when supporting (assume work is independent if not)
V	Verbal feedback

Appendix 3

How we will mark:

Instead of:	The teacher will:	The pupil will:
Writing extensive comments	Gives one area of strength and one area showing the next steps: Wow… Now…	Review the "now" comments and check that these are corrected and referred to in future work
Giving a written comment and annotating work	Only write annotations in the body of the work This may be done with a highlighter without words	Write the wow and now comments to show they have understood the marking
Giving a written comment and annotating work	Write an overall comment with wow and now	Annotate areas of the work to show that they are able to make the improvements requested
Writing "well done you have" (repeating the L.I)	Put a double tick next to best parts of the work	Use talk partners top explain the reason for the double tick or refer to it in their own "wow"
Marking every question in detail	Mark a selection of questions based on AFL (areas of concern the teacher picked up during lesson or areas of concern pupils feedback to teacher)	Will highlight questions that they are finding difficult
Writing the same comment on each piece of work	Explain the issue with the whole class or focus group who have not understood	Modify understanding and demonstrate in next lesson
Writing a full solution	Write a hint	Try again checking work against the hint
Correcting work when pupil makes a small mistake	Will use circles to identify the mistake	Will correct based on own knowledge
Giving back work and moving straight on	Allow time for pupils to correct, redraft and retry work in order to "close the gap"	Will take the time to self assess and make corrections

C.I.T
Where learning comes first