



Hanbury CE First School Marking, Feedback and Presentation March 2025

Adopted by	Hanbury CE First School Governing Body
Governors' Committee Responsible	SIC
Status & Review Cycle	Every 3 years
Staff Lead	Headteacher & staff
Date of approval	March 2025
Review date	March 2028

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture
We build resilience for life
We are outward looking
We celebrate every step forward

Aims

The purpose of this policy is to ensure a consistent approach to marking throughout the school facilitating a smooth transition between classes and making it easier for children to understand and act on the feedback being given to them. Effective marking and feedback supports children's development as independent learners (with an awareness of their own strengths as well as areas for development), supports and inspires further learning and celebrates achievement. Therefore, marking and feedback needs to be constructive and appropriate to the task and ensure that children feel valued and loved to support them to flourish. It supports the ongoing process of evaluation and carried out with diligence, it positively impacts the pupil's ability to engage in the learning process through high expectations and challenge.

- To encourage children to progress and ultimately, flourish in their learning.
- To give children effective feedback on their learning.
- To enable children to celebrate success.
- To achieve a consistent approach to marking across the school.
- To form part of the formative assessment procedures.
- To inform future planning.

Objectives

- To relate to the learning intention of the lesson.
- To assess the learning of the children.
- To plan in time for children to read and respond to marking.
- To feedback effectively, both verbally and through marking, during class activities, dealing with misconceptions and extending learning.
- To teach children acceptable methods of presentation.
- To develop children's ability to self-evaluate and peer evaluate their written learning.
- To have a positive impact on children's learning and support teacher workload.

Marking Core Subjects

- Marking should indicate whether the learning was independent, with a teacher or with a teaching assistant through symbols T (teacher and ratio) TA (teaching assistant and ratio). It will be assumed in the absence of these that work is independent.
- Marking should be in green and pink pen. Highlighters are to be used to indicate examples of good work with pink indicating something to revisit. Comments to be written in the appropriate coloured pen.
- Orange highlighters are used to highlight to children where they need to 'deepen the moment' within their written work.
- Written marking should focus upon giving effective feedback on learning and be kept to a minimum.
- Live marking should take place when children are completing learning activities and indicated using (vf) by both the teacher and teaching assistant.
- To indicate understanding and progress the Learning Objective (I can) is highlighted fully in green if achieved, not highlighted if not achieved and proportionally highlighted if partially achieved.
- Marking can be a personal positive comment related to the writing.
- Feedback provided in pink to give the pupil an opportunity to consolidate, embed, challenge or investigate using 'Pink for Think'.
- Some feedback will happen during lessons to ensure that misconceptions are identified and corrected as soon as possible. This may not always be evidenced in books and will be indicated with vf.

English

- Spellings to be corrected will be underlined in pink. In EYFS the identification of spelling practice focuses on the harder to read and spell words (HRS) In KS1, the correct spelling will be written for additional practise. In KS2, the spelling will be indicated in the margin with the expectation that the children will correct it themselves using resources available.
- Symbols will be used to assess the basic principles of writing. These will be alongside the learning objective (I can) in Reception and KS1 and throughout the writing in KS2. Again, these will be indicated in pink pen.
- We value correct spelling, but we acknowledge the acquisition of this skill as progressive. In EYFS and Year 1 the accurate spelling of harder to read and spell words (HRS) will be encouraged and phonetically plausible attempts appropriate to the pupil's point of learning will be accepted and celebrated.
- In Year 2 and KS2 children will be expected to correctly spell all known HRS's and build on the foundational phonetical learning. Incorrect spelling of HRS's in particular will be picked up by the teachers and pupils will be expected to respond to feedback.
- A good standard of punctuation and grammar will be expected in all written work which reflects the child's age and development. Repeated mistakes will be addressed by the teacher and if appropriate personal targets or additional intervention will be given.

Mathematics

- Where possible, work is to be marked during the lesson alongside the child.
- Reversal of numbers will be indicated with a pink line underneath. The child should then have opportunity to practise.
- Incorrect answers will have a pink dot at the side. The class teacher will decide if time is to be spent correcting work, depending on the concept involved.

Remaining Core and Foundation Subjects

All written work will be assessed in some form. A comment can be written depending on the learning objective involved. Marking and feedback should ensure children feel that their learning is valued and recognised by the teaching team in their classroom.

Presentation

- The front of all school books should be labelled with the agreed printed labels.
- Learning objective (I can) should be placed or written at the top of the page, under the date.
- Clear, neat presentation is expected throughout the school.
- Children will begin work in pencil, but pens will be available for those who have achieved a good and consistent standard of presentation.
- In maths, children should only work in pencil.
- Lines should be drawn in pencil, using a ruler.
- Line guides should be used with plain paper when needed.
- All calculations should be laid out as clearly as possible, one digit per square.
- The use of rubbers should be limited and children are to cross out neatly in English or redo their working in mathematics to show their edit and improving and progression in learning.

SEND

Marking should have specific purpose linked to individual provision maps (IEPs) where appropriate. Children with special needs may have particularly fragile levels of self-esteem and every attempt to encourage and motivate should be taken. It may be appropriate to amend the success criteria for marking for those children. All staff should have access to methods of

rewarding and encouraging children and feed through successes/errors. Supported work should be clearly indicated by teaching assistant and other members of staff.

Monitoring and Evaluation

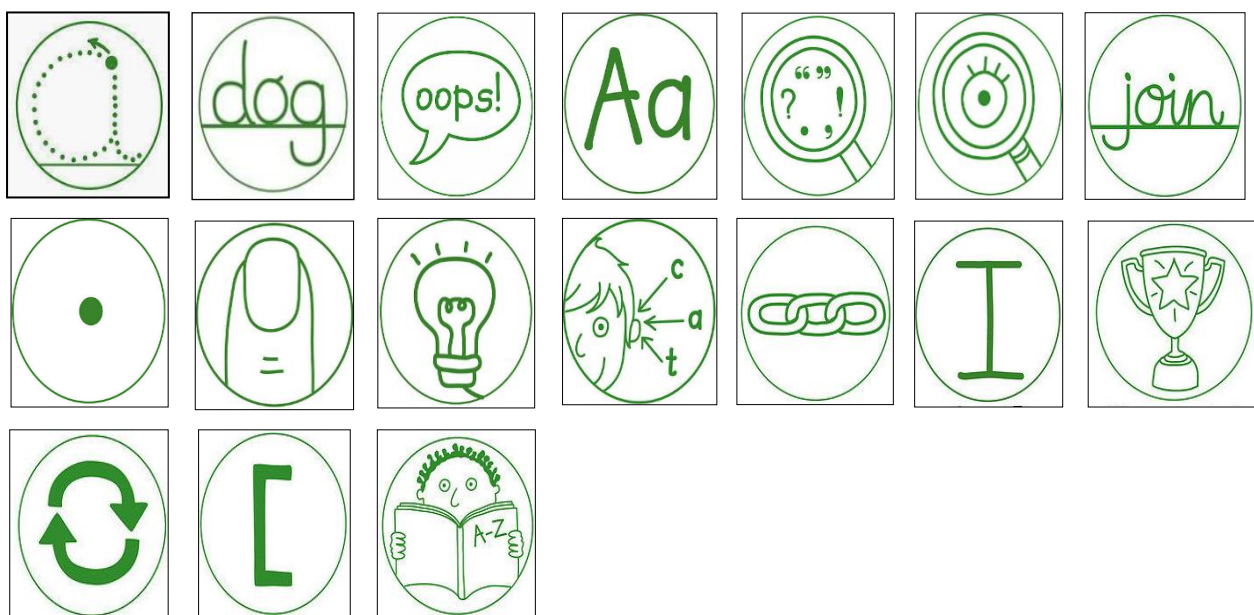
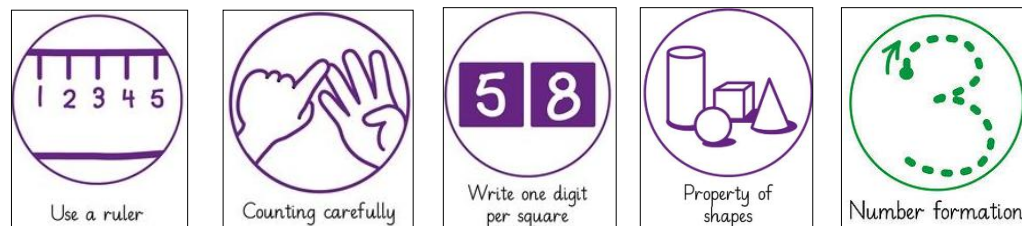
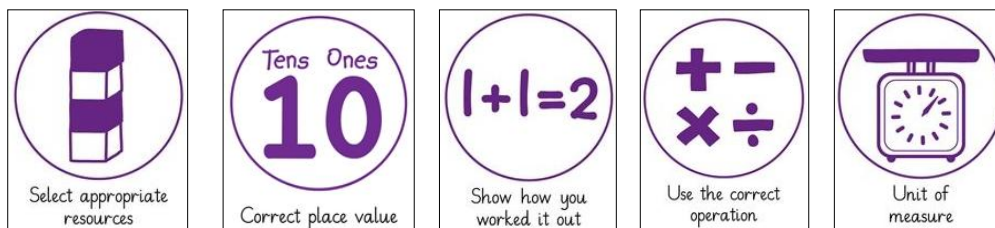
The SLT, English, Maths and other subject/area leaders will regularly conduct book trawls to ensure the school's marking and presentation policy are being consistently applied including informal monitoring through professional dialogue and discussion.

Links to Other Policies:




- Subject policies
- Teaching, Learning & Assessment
- EYFS
- SEND and Inclusion

Appendix- Marking code and symbols

Key stage 1 marking symbols- to be used as appropriate.



Key stage 2 marking symbols

Focus	Symbol	Meaning
Learning target		To show a future learning target- in pink Eg, To improve your work change / add / explain / tell me more about... To be ticked off in purple by an adult when completed
Spelling (in the margin)	Sp	Incorrect spellings which the teacher wishes to draw attention to will be underlined in pink. Reference may be made to this error at the end of the work.
Poor grammar/ meaning unclear		Underline written in pink will indicate confusion or grammar that is incorrect.
P (in the margin)	P	To indicate missing punctuation. Children should edit these using purple pen.
New paragraph	//	Used at the point where a new paragraph should begin.
Omitted words	^	To show a missing word
Evidence against the LO and success criteria		To indicate understanding and progress the Learning Objective (I can) is highlighted fully in green if achieved, not highlighted if not achieved and proportionally highlighted if partially achieved.
All age groups- Level of support (ratio of Teacher/Teaching Assistant to children) eg, T / TA 1:6 is used in all marking regardless of subject. <i>*adult working with child to complete</i>		
Extra Marking in maths		
	•	Next to incorrect work or calculation (in pink)
	✓	Next to correct work or calculation (in green)