



Headlands Primary School Marking and Feedback/ Presentation Policy

Rationale

High quality marking and feedback drives children's learning forward so they make maximum progress and enables them to be reflective learners.

Objectives

- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To be clear and purposeful, helping them to identify misconceptions, challenge their thinking, help them improve and move forward, inform any next steps and support their overall progress.
- Be relevant to the individual child.
- Inform future teaching and learning for the child and whole class.

Marking and Feedback needs to:

- Relate to learning objectives/ intentions which are shared with the children.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give clear strategies for improvement and set aside time for the child to address them.
- Respond to individual learning needs; marking face-to face with some and at a distance for others.
- Be accessible and effective for all children.
- Be consistent throughout year groups.
- Encourage and teach children to self-mark.
- Be positive and sensitive towards children's work and their feelings about it.
- Be manageable for teachers.

Presentation

- Encourage children to take pride in their handwriting and presentation.
- Apart from a typed name label sticker on the front of each book, front covers should be left blank and not written on by children.
- All work must be dated either Wednesday 3rd September 2025 or 03.09.2025 (Age appropriate)
- All work, including worksheets produced by the class teacher, must have either a Learning Objective, WALT, or specific title underlined at the top of each piece of work. Commercially produced worksheets do not need their titles underlined. Where commercially produced resources do not have a clear title or Learning Objective, one should be added or written by the child.
- In mathematics children should be taught to organise their work by always starting at the left hand side. Digits should be recorded one per square.
- Worksheets should be kept to a minimum. If used, these should fit within the page and be stuck in squarely.

Marking

- There is no expectation regarding the amount of marking undertaken as teachers will use their professionalism to determine the most appropriate strategy in helping the child's learning progress.
- Any marking undertaken should be returned as quickly as possible.
- Teacher comments will reflect on the objective of the lesson and targets set. Personalised comments may address other ongoing objectives where appropriate.
- Where age appropriate, children should be encouraged to self-correct any marked incorrect spellings using a dictionary/ spell checker.
- Teachers may wish to acknowledge achievement through rewards eg House points.
- The principles of marking and feedback will apply to work undertaken electronically. Finished work will be printed out and placed in the child's book. Teachers may wish to make an overall general comment.
- The teacher delivering the lesson is responsible for marking work undertaken. Supply teachers must initial their marked work.

Strategies

A variety of marking strategies may be used including:

- **Live feedback**-feedback in the moment and often verbal. Teachers will ask questions to help children re-model their thinking and guide them.
- **Skim marking**- a 'book look' that allows the teacher to identify common misconceptions or errors to 're-teach' the next day and provide an opportunity for pupils to reflect and correct/edit their own work.
- **Focused marking**- marking that looks specifically at the learning objective and/or success criteria of a piece of work.
- **Self and peer critiquing**- discussions about their own and each other's work for improvement and guided by teacher feedback. This process involves:
 - Reading/ hearing their work aloud
 - Editing: This is an ongoing process to ensure that the text is accurate and coherent.
 - Revising: Children making changes to the structure, meaning or flow.

To allow consistency across the school the following marking colours will be used:




Teachers marking= purple pen

Teachers highlighting= Pink

Children self-editing and responding =blue

Children highlighting= yellow

To allow consistency across the school the following marking codes will be used:

- sp Incorrect spelling underlined and children will need to correct
- // New paragraph
- ^ Omission
- G Grammar. A circle may identify the section of text to be corrected.
-  Underline for child to edit and 'improve'
-  Unnecessary words will be crossed out with straight line
- P Punctuation. A circle may identify the section of text to be corrected.
-  Next steps
- Child to respond
- ☆ Star Challenge
- HP House point
- ✓ Correct
- X or . Incorrect
- ☺ Achieved learning objective (EYFS-Yr4/ optional Yr5/6)
- ☹ Partially achieved learning objective (EYFS-Yr4/ optional Yr5/6)
- ⊖ Not met learning objective (EYFS-Yr4/ optional Yr5/6)
- GG Guided Group
- TA Teaching Assistant

IW Independent work (EYFS only)

Monitoring

Regular book sampling will be undertaken by Senior Leaders, Phase Leaders and Subject Leaders to ensure marking and feedback drives learning forward.

Books will be shared with colleagues to ensure consistency and progression within phases and across the school.

Headteacher: Mrs Ruth Ellis
Chair of Governors: Rev Ron Smith
Date: 10.11.2025