St George's C of E Primary School

Marking & Presentation Policy

St George's C of E School

School's theological-rooted Christian Vision

At St George's CE Primary school our vision is that every child upholds the Christian values with them in their daily lives. Our children strive to be confident, kind, thoughtful and selfless. You can see our vision come to life when walking through our school and in our classrooms. Our school motto is 'Jesus colours our love, our life, our learning'. We strive to live out this vision in everything we do in school to allow children to enjoy the fullness of life and enable them to flourish in the world in which they live.

Our vision is rooted in the Gospel of John and in particular chapter 10 'I have come that they may have life and have it to the full.' Our vision is rooted in the principle of Jesus' teaching that we must use his teaching to allow children to live life to the full and be able to flourish in their life within and beyond school. Our school vision encompasses our 6 Christian values (compassion, love, truthfulness, thankfulness, forgiveness and hope)

November 2024

Policy adopted:- December 2024

Policy to be reviewed:- September 2028

Signed on behalf of Governing Body:-

Signed by the Headteacher:-

Introduction

At St George's, we recognise the importance of feedback as part of teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (April 2016). The Endowment Foundation research shows that effective feedback should:

- Redirect or refocus the teacher's or learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell pupils they are wrong

Notably, the Department for Education's research into teacher workload (March 2016) has highlighted that written marking as a key contributing factor to workload and has emphasised that written marking should be **meaningful, manageable** and **motivating.** The advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

One part of feedback is our written marking, through this we aim to ensure all pupils have their work marked effectively and consistently across school so that they understand how to improve their learning, also provide greater clarity on their progress against targets set for individual improvement and achievement of lesson objectives.

Key Principles

Our policy on feedback has its core number of principles:-

- The focus of feedback and marking should be to further children's learning
- Written comments should be used mainly where they are accessible to pupils according to age and ability.
- Feedback delivered closest to the point of action is often most effective, and as such feedback delivered in lessons can be more effective than comments provided at a later date.
- Feedback is provided as part of assessment processes in the classroom and takes many forms.
- Feedback aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books in some way.

Within these principles, our aim is to make use of the good practice approaches outlined by the Education Endowment Foundation toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three stages in the learning process:-

1. Immediate feedback – at the point of learning
2. Summary feedback- at the end of a lesson/task
3. Review feedback- away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be the most effective in driving further improvement and learning, especially for younger children.

At St George's, these practices can be seen in the following ways:-

St George's Feedback Practices		
Type	**What it looks like**	**Evidence**
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of the teaching or the task • May include highlighting /annotations according to the marking code	• Lesson observations/ learning walks • Some evidence of annotations or use of marking code / highlighting
Summary	• Takes place at the end of a lesson or Activity • Often involves groups or whole classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of criteria • In some cases, may guide a teacher's future planning- focusing on an area of need	• Lesson observation /learning walks • Timetabled pre-and –post teaching based on assessment • Some evidence of self and peer assessment
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/ respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptations of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses / action • Adaptations to teaching sequences when compared to planning

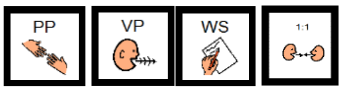
Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks.

In **Foundation Stage**, marking and written comments will be used to inform how a piece of work has been completed and how the child responded. In some cases, the marking code may be used where it is understood by pupils. (see end of policy for marking code and symbols). Where pupils are unable to read/understand such comments, these will be shared verbally with the children at the next appropriate opportunity.

In **Key Stage One and Two,** written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well prepared for the next stage in learning, this need not be annotated.

For all children in KS1, SEND pupils in KS2 and other pupils as appropriate, teachers will use the following template to indicate how much support a child has received to complete the task.

<table>
<tr><td colspan="2">From dependent</td><td colspan="3">Prompting</td><td colspan="3">to independent</td></tr>
<tr><td colspan="10">Learners maintain competency over time through repetition. They remember how to do a task after a break.</td></tr>
<tr><td colspan="2">The learner is provided with support throughout the task. Support may be in the form of physical, written or verbal help.

</td><td colspan="3">Support is still provided but there is a reduction in the level of frequency of prompting given.</td><td colspan="3">The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.</td><td>The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.

</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
</table>

In most cases, written comments will focus on extended pieces of written work or extended tasks. This will allow children's achievements to be recognised and provide further guidance for future learning.

It is expected that age/ability appropriate errors in spelling and grammar are highlighted and/or corrected by the staff member marking the piece of work in all subjects.

Target – setting

A significant aim of marking should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, marking codes are used with accompanying comments.

Parents and children are made aware of individual next steps through marking comments. Comments are linked to the lesson objective. Parents are made aware of their child's next steps at the parents' evening in the autumn and spring term and through the interim and final school reports.

Marking Code

Where written marking or annotations are appropriate, the marking code will be used to achieve maximum outcomes.

St George's Marking Code	
Annotation	Meaning
✓	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
SP ~~~~~~~~~~	Incorrect spelling. This will be used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development. In KS1, this will be identified with sp above the word in red and may be accompanied by the correct spelling. In KS2, this will be identified with sp above the word and should be corrected in the margin or below. Pupils in KS2 will ordinarily be expected to find the correct spelling using a dictionary or chrome book (with support as necessary)
*	This should be placed in the margin/within a piece of work for the child to identify their own error.
/	Finger space
//	New paragraph needed here
^	Missing word
◯	Incorrect or missing punctuation. Children will be expected to correct this. Again, purple 'fix it' may be used on some occasions for this.
VF	Verbal feedback given to child
S	To identify where a child has needed lots of support and guidance to achieve the objective/complete the work
T	To identify a target for future work- as and when necessary when VF isn't possible. E.G. away from point of teaching.
I	To identify that a child has completed the work independently
TA	Written next to work which has been supported the teaching assistant
C	Supply teachers/trainee teachers/class cover.

- **All marking should be in red pen**
- **A red pen should be used to write a target for future work.**
- **Purple Pen should be used for editing and corrections**

EYFS Expectations

- The most effective marking is done with the child present and this is the aim but obviously this is not always possible.
- Emergent writing will be annotated.
- Any written feedback will be in a red pen and wherever possible will be at the bottom of the page.
- The marking code should be followed where appropriate
- The practitioner should take care when marking and be aware of own neatness.

Key Stage One & Two Expectations

- The most effective marking is done with the child present but obviously this is not always possible.
- Any written response should be in a style that is easily understood or read by the child.
- Marking and comments should be in red pen.
- Children will initial a teacher's comment to show they have read and understood their next steps to aid progress.
- Peer and self-marking is effective and should be used frequently.
- Marking should be used to reflect the Learning Objective/title and should inform children of how to improve and move on within their work.
- The teachers marking should match the schools presentation policy.
- Where these are necessary, worksheets should be cropped and inserted into books with adhesive. They should be relevant to the learning outcome, of a high quality, carefully written and presented.
- Teachers should require children to read any written comments from marking and respond to the comments regularly at the time that books are returned if this is appropriate. This response is vital for improvement.
- Teacher should record when a piece of work is completed with support.

Presentation at St George's C of E Primary School

Everyday Essentials – Reception

By the end of the year I will…



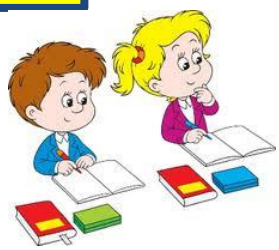
- Take pride in all my work.
- Hold my pencil correctly.
- Write my name on my work, with a capital letter.
- I will try to write all my letters and numbers correctly.
- Talk about what I've done well and what I can do better next time.

My work will get better over time.



Presentation at St George's C of E Primary School

Everyday Essentials – Year 1



Presentation

- I will take pride in all my work.
- I will write my first name neatly on my work, with a capital letter.
- I will write dates, titles and Learning Objectives at start at the margin.
- I will write the short date on my work and the long date if I can in English.
- I will correct my work by rubbing out any mistakes or draw one neat line through the mistake.
- I will use a pencil for drawings and diagrams.
- I will use coloured pencils for drawings and diagrams.
- I will sit my letters on the line.
- I will form my letters and numbers correctly.
- I will tell my teachers what I have done well and how I can *fix* my work to make it better.

My work will get better over time.

Presentation at St George's C of E Primary School

Everyday Essentials – Year 2

I will take pride in all of my work.

All of the work that is in my book is my best.

- I will take pride in all my work.
- I will write and spell correctly my first and second name with capital letters.
- I will start at the margin for all dates, titles and learning objectives.
- I will write the short date in Maths and the long date in English. Date, titles and LOs will be underlined with a ruler in Y2, as appropriate and directed by the teacher.
- I will copy and spell carefully and correctly the days of the week and months of the year from the board.
- I will read and respond to my teachers 'fix-it' comments in purple.
- I will form all my letters correctly including diagonal and horizontal strokes to join.
- I will sit my letters on the line and have recognisable ascenders and descenders.
- I will correct my work by rubbing out any mistakes or draw one neat line through the mistake.
- All drawings and diagrams should be drawn with a pencil
- I will use coloured pencils for my drawings and diagrams.

My work will get better over time.

Presentation at St George's C of E Primary School

Everyday Essentials – Year 3 & 4

I will take pride in all of my work.

All of the work that is in my book is my best.

DUMTUMS

- I will write all dates, titles and learning objectives and start at the margin.
- In my maths books, I will write the short date in numbers and then underline, using a ruler, miss a line, write the title/LO and underline it, using a ruler, before I start my work at the left hand side of the page.
- In all other subjects, I will write the long date and the **D**ate must be **U**nderlined using a ruler.
- I will **M**iss a line then write the **T**itle/LO.
- I will **U**nderline the title/LO then **M**iss a line before I **S**tart my work next to the margin.
- I will begin to join my handwriting in all of my work and I must be joining my writing by the end of Year 3.
- I will write all letters and numbers on the line.
- I will correct my work by rubbing out any mistakes or draw one neat line through the mistake.
- I will use the margin for numbers if sentences need to be numbered.
- I will read and respond appropriately to the feedback in my book using a purple pen.
- I will write one digit per square in my maths work.
- I will use a pencil for drawings and diagrams.
- I will use coloured pencils for drawings and diagrams.

My work will get better over time, you will be able to see how my hand writing is developing, and it will be more legible and joined.

Presentation at St George's C of E Primary School

Everyday Essentials – Year 5 & 6

I will take pride in all of my work.

All of the work that is in my book is my best.

DUMTUMS

- I will write all dates, titles and learning objectives starting at the margin.
- In my maths books, I will write the short date in numbers and then underline, using a ruler, miss a line, write the title/LO and underline it, using a ruler, before I start my work at the left hand side of the page.
- In all other subjects, I will write the long date and the **D**ate must be **U**nderlined using a ruler.
- I will **M**iss a line then write the **T**itle/LO.
- I will **U**nderline the title/LO then **M**iss a line before **S**tarting my work next to the margin.
- I will write neatly, and accurately in a flowing, joined style.
- I will correct my work by rubbing out any mistakes or draw one neat line through the mistake.
- If sentences are numbered, I will write the numbers in the margin.
- I will use 'red hot' and 'green for growth' for self and peer marking.
- I will read and respond appropriately to the feedback in my book using a purple pen.
- I will use drawings and diagrams with a pencil.
- I will use coloured pencils for drawing and diagrams.

My work will get better over time, you will be able to see how my hand writing is developing, and it will be legible and fluent in style.

Book Scrutiny Record – Marking & Feedback

St George's C of E School

Class:-	Teacher:-	Date:-	Monitored by:-

Points for further action from Previous Book Scrutiny

Presentation		
Question	**Notes/Evidence**	**Next Steps/Actions**
1. Are the books neat, well presented and looked after by children and teacher?		
2. Is the work clearly dated?		
3. Is the learning objective clearly stated?		
4. Is the work presented well and according to the Marking and Presentation and handwriting policy?		
Marking		
Question	**Notes/Evidence**	**Next Steps/Actions**
1. Does marking help the child to understand how to improve their learning? Do Children initial a teacher's comment to show they have read and understood their next steps to aid progress.		
2. Does marking reflect		

the Learning Objective and help the children achieve it?		
3. Are written comments accessible to the child?		
4. Is marking and feedback up to date? (reviewed at the earliest opportunity)		
5. Is there evidence of review feedback? (written comments/appropriate responses/adaptations to teaching sequence		
6. Is there evidence of age/ability appropriate errors in spelling and grammar highlighted by staff and opportunities given to correct and practise?		
7. Is there evidence that the marking code is used?		
8. Is there evidence of red pen for marking and purple pen for editing and corrections?		
Marking Approaches		
Question	**Notes/Evidence**	**Next Steps/ Actions**
1. In **EYFS** is there evidence of marking and written comments to inform how a piece of work has been completed? In some cases, is the marking code used? Emergent writing is annotated in red pen.		
2. In **Key Stage One and Two,** is there written marking and comments used and meaningful guidance offered?		
3. **For all children in KS1, SEND pupils in KS2** and other pupils as appropriate is there evidence of numbers to indicate how much support a child has received to complete the		

task? (see template in policy)		
4. Is peer and self-marking evident?		

Overall comments/ notes : Book Scrutiny
Strengths:- **Next Steps/Actions**