



Ab Kettleby and Somerby Primary School

Marking, Feedback and Presentation Guidance

Last Revision Date	Sept 2025
Next Revision Date	Sept 2027

Ab Kettleby and Somerby Primary School will ensure learners get the maximum benefit from their education through an entitlement to regular feedback from teachers. We believe effective feedback between teachers and pupils will enable pupils to understand their progress and how to improve their work, encouraging high levels of engagement and interest.

Guidance published by Education Endowment Foundation (EEF) suggest schools should focus on the principles which underpin good feedback rather than the way in which it is delivered.

Ab Kettleby and Somerby Primary Schools will follow the first three recommendations of the EEF report, which states that teachers should:

- Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
- Deliver appropriately timed feedback, which focuses on moving learning forward; and
- Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

AIMS

- To provide consistency and continuity, in marking and feedback, across both schools.
- To encourage children to recognise their strengths as well as understanding how to improve their work.
- To promote a positive, self-image and growth mindset and encourage children to take pride in their work.
- To enable challenging targets to be set for children to aspire to.
- To celebrate and reward children's achievements and progress.
- To use marking and feedback as a tool, for on-going assessment, to inform future planning.

POLICY

- During assessed pieces of writing, marking will focus on non-negotiables and in line with the learning objective/success criteria, highlighting successes and provide closing the gap comments and suggestions for improvement to move forward children's learning.
- Light marking does not need to include affirmative and developmental comments but basic errors/non-negotiables must be highlighted using the agreed marking code. It may be appropriate to include a reminder comment.
- Verbal feedback to a child is indicated by a 'VF' at the end of the piece of work.
- Work that is marked by staff, other than the class teacher, should be initialled.
- "I" will be used in EYFS/Y1 to indicate the work was independent and "S" will be used for Y2 to Y6, to indicate supported work.
- Marking and feedback will be timely and purposeful.

- Marking and feedback should be done using the agreed marking codes (see appendix)
- Detailed marking and feedback should have:
 - ☺ or ✓ with a comment of praise or success, linked to learning objective/ success criteria in **green** with a comment that includes next steps (see prompts below) in **pink**. This will be termed 'pink to think.'
- Using ☺ should be used for both longer and short pieces of writing.
- Regular time should be built into lessons to allow responses to feedback.
- Written feedback needs to be legible and clear and using appropriate language for each individual child's understanding.
- Non-negotiables and phase appropriate phonics, should be marked and corrected in all subjects where writing takes place and teachers should use their professional judgment when deciding how many corrections to mark.
- When appropriate, any additional challenges set should be aspirational but realistic in order to show children can apply their skills.
- Pupils' self-assessment should be linked to the success criteria.
- Peer assessment should only be occasional and should be verbal.
- Children to respond to feedback using **Purple** Polishing Pens from Year 2 onwards.
- Success criteria can be used for writing tasks.
- Marking and feedback should be beneficial to the pupil's learning by:
 - Explicitly indicating what the pupil is doing well
 - Being linked to the learning objective
 - Assessing the success criteria with next steps where appropriate
 - Show what needs to be improved
 - Inform the teacher of learning and progress.

Presentation

We will ensure a consistent approach towards the presentation of work throughout the school. Children should all be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and encourage in all children a sense of pride in how their work should look.

- At the start of the piece of work, the date is written starting at the left hand margin then leave a line and write the title or the learning objective at the left hand margin.
- The numerical date can be used for maths or in other work for those children who find writing the full date difficult.
- Neat handwriting to be encouraged at all times.
- Joined handwriting to be modelled and taught from Y2 onwards.
- If appropriate, pupils should be encouraged to begin the next piece of work on a new page.
- If a mistake is made then children use one single hand-drawn line through it.
- In maths books, one square is used for one numeral.
- Where appropriate, lines should be drawn with a ruler; this includes answer lines for vertical calculations, tables, graphs and all straight sided shapes.
- Children in KS1 to use pencils. Children in KS2 to use pencils but may use a blue or black pen when appropriate.
- Children should not write or draw anything on the covers of any exercise books other than their name, class number and subject.
- Children should not doodle or in any other way mark any of the pages in their exercise books or on the cover.
- Felt tip pens and gel pens should not be used in any exercise books. Colouring pencils only should be used to colour in.
- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch. If a plain page is needed this must be trimmed before being neatly stuck in.
- Sheets must only to be used if necessary – children need to learn how to set work out independently; have space to write and learn to work on squared paper. If sticking work into books, they are used as guides only and children are encouraged to present their work neatly.

Codes for Writing

😊	You have done this well
	Pink to think
✓	correct
✓✓	I really like this
Sp	Spelling mistake
○	Capital letter or punctuation missing
_____	? Grammatical error / does not make sense
^	Missing word
//	New paragraph
VF	Verbal Feedback
S	Supported work
I	Independent work

Codes for Maths

- | | |
|---|-------------------------------|
| 😊 | You have done this well |
| | Pink to think |
| ✓ | Correct |
| • | Incorrect check and try again |

