

NORTON CP SCHOOL

MARKING, FEEDBACK AND PRESENTATION POLICY

2025 to 2026



Vision Statement

Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

This policy aims to ensure consistency and effectiveness in marking, feedback and presentation throughout the school. It has also been written to take account of teacher workload whilst maintaining the teaching standards.

Presentation in written subjects

Foundation Stage

Foundation Stage children will follow the same handwriting scheme as Key Stage 1 and 2. Children will use pencils when completing focus group writing tasks. Initially children will use plain paper to write on and they will be introduced to lined paper as they gain the appropriate level of pencil control. During daily F2 handwriting and phonics sessions children will practise handwriting, as they progress onto Read Write Inc. Set 2, children will use handwriting books. F2 teachers will model all writing on handwriting guidelines so children can clearly see letter orientation.

<i>Sticker, stamp, positive comment, tick</i> <i>(Majority of the time used within phonics or handwriting in FS2)</i>	<i>Good effort</i> <i>Positive comments/praise given at teacher's discretion.</i>
<i>AS</i>	<i>Adult support has been required to complete all or some of the task.</i> <i>For example – AS – using finger spaces</i>
<i>I</i>	<i>The child has completed the task independently</i>
<i>AI</i>	<i>The task is adult initiated</i>
<i>CI</i>	<i>The task is child initiated</i>
<i>VF</i> <i>(FS2 – used when required)</i>	<i>Verbal feedback has been given to a child about a specific skill.</i> <i>For example – VF – smaller letter formation</i>

Key Stage 1 and 2

It is expected that all work across the whole curriculum will be presented to the same standard, thus giving equal status and importance to the wider curriculum.

- Correct letter formation encouraged at all times using the Norton CP Handbook (agreed by staff) using continuous cursive where appropriate, developing joined handwriting. Children should also use unjoined handwriting for certain activities: labelling a diagram or data, writing an email address, or for letters in algebra.
- Children to work in pencil initially, a handwriting pen to be used as appropriate in KS2 only when all letters are correctly formed and consistently joined.

- Children to write their own date whenever possible (with the exception of SEND). Year One to begin writing own numerical date from September and then the long date from January, date underlined, in pencil, using a ruler and written on the left-hand side.
- L.O. recorded and underlined (in pencil) from Spring Year 1 upwards.
- Underline each piece of work when it is finished and start the next piece of work immediately below.
- All work throughout all books, should be written on every other line so that children can correct spellings above etc,
- Diagrams (e.g. science) to be drawn in pencil, ruler for labels and unjoined handwriting for labelling.
- Illustrations (e.g. maps in geography) to be coloured in pencil crayon, not felt tip.

Marking and feedback

All marking is carried out by the teacher and written in black or blue ink. The marking and feedback key should be followed in all books across the curriculum as shown below.

Marking and Feedback key

- VF – verbal feedback was given (state why)
- Sp – spelling error
- P – punctuation error (*Not Y1. Y2 from February*)
- G – grammatical error (*Not KS1. Y3 from February*)
- Green highlighting – an example of something outstanding
- Pink highlighting – this could be improved.
- Tick – something good
- TA (Teaching Assistant) to be used when children with SEND have been given support to achieve.

English

- Green highlighting should be used each day to identify good vocabulary and success criteria/year group expectations.
- Pink highlighting to be used to direct children to areas to develop; this should reduce as the year progresses.
- A positive comment should be written for each child at least every two weeks. For example:
✓ Good expanded noun phrases. ✓Excellent cohesion across this discussion text.
- Year 1 will gradually learn to edit and improve their work during the year with support of highlighting. Focus on sentence structure.
- Spelling, grammar or punctuation errors to be marked in every piece of work (teacher discretion with knowledge of the individual child as to an exact number suggested maximum of 3 of each).

Spelling: With spelling, teacher judgement is used to move the children forward by promoting self-checking using a dictionary.

Year 1: teachers will write the spelling x3 for the child to copy underneath the piece of work.

Year 2: 'Sp' in the margin, teachers to underline the spelling until the spring term. Children write the word above.

Year 3-6: 'sp' should be placed in the margin and children track along to identify their error (Y3-Y6). Year 6 will work towards an 'sp' at the bottom of the paragraph by the end of the Autumn Term.

Note: A wiggly line should be used (in biro - the same colour as your general marking) for words that the children have tried to spell but have not been taught and may find useful in the future. The teacher should write the word correctly for KS2 children to practise. KS1 - children do not need to write out the spellings with the wiggly line but if they use the word again after it has been corrected by the adult, it should be spelt correctly.

SEND: Word to be underlined for children with SEND or children working pre-key stage. Verbal Feedback (VF) should be indicated on all work where appropriate.

Assessment: to be updated on the chart positioned at the back of English books once children have achieved it (as and when needed).

Targets: will need updating in the reading records on a termly basis (Y1 teachers will need to do this for the children/ Y2 teachers will do this for the children during the Autumn and Spring term, children will write them in the summer term/Y3 to Y6 children write own targets in reading records).

Maths

- Daily work needs to be ticked (crossed / dotted), but there is no need to always write a comment: a positive teacher comment should be evident at least once every two weeks e.g. √ Great use of formal methods to solve written problems. If a child misunderstands a concept you will need to identify this with a written comment and ensure that the child corrects their work appropriately in pencil.
- Corrections should be completed in pencil after the work with a heading of corrections (underlined).

Spelling: Teachers should ensure that mathematical words are spelt correctly.

Assessment: Highlight the maths grid each week according to what the children can do. Annotate the grid with comments where further detail is needed. Green for statements they can do. Gaps to be left blank. If teacher assesses children as 'nearly' there for an objective on the grid, hashed green highlighting is more appropriate.

Targets: These will need updating in the reading records on a termly basis (*Y1 teachers will need to do this for the children/ Y2 teachers will do this for the children during the Autumn and Spring term, children will write them in the summer term/Y3 to Y6 children write own targets in reading records*).

Science

- Complete a pre-topic assessment task.
- At the end of each unit, children complete a post assessment and then the sheets at the back of books can be signed off with ticks appropriately.
- Positive comments, or probing questions should be used if appropriate. One positive comment once a fortnight.

Note: We expect children to learn to write scientifically to consolidate their learning, therefore one piece of science writing should be written each term. This – if a whole text – could be part of your English learning e.g. Explanation: How the Water System works; Non-Chronological Report: The Circulatory System. Or children could write shorter pieces of writing in science books. This then needs to be marked with the same expectation as an English piece of writing.

Spelling: Teachers should ensure that scientific words are spelt correctly.

Assessment: to be updated on the chart positioned at the back of science books once children have achieved it (as and when needed).

Targets: will need updating in the reading records on a termly basis (*Y1 teachers will need to do this for the children/ Y2 teachers will do this for the children during the Autumn and Spring term, children will write them in the summer term/Y3 to Y6 children write own targets in reading records*).

Whole Class Reading

- Responses to reading questions can be initially marked and corrected by the children so that misconceptions are discussed. These should then always be marked by an adult, especially questions that are ambiguous. This will also allow teachers to plan for any areas of development.
- Spellings do not need to be corrected unless it is 'find and copy' as children will not be penalised in test situations for their spellings.

History / Geography Topics

- Work to be marked according to the marking key (Sp, G, P).
- A pre-assessment of the children's knowledge can be used to inform planning and a post assessment should be used to identify what the children have learnt. The post-assessment could be your double page spread but not always.

- A double page spread should be used every term to assess the children's understanding of the topic and this can be done on a separate piece of paper (as children move through KS2) and stuck in to ensure the children's true recall of facts are demonstrated.

Other Foundation Subjects (Music, RE, Art, DT, PSHE)

- All work should be acknowledged through marking by the teacher.

Self-Assessment/Peer Assessment

If children use self or peer-assessment (not necessarily daily) this is not *instead of* teacher feedback.

Teacher comments are still necessary.

Children should respond to their teacher's marking, to show that they have understood. Marking criteria can be used if appropriate.

Homework

Homework should be treated with the same priority as all other subject areas and celebrated wherever possible. Children should be encouraged to use TTRSs and Spelling Shed at home and project-based homework should be offered each term in line with the homework policy. Homework to be marked before books are returned to the children ready for the next piece of homework.