



MARKING, FEEDBACK AND PRESENTATION POLICY

A framework for EYFS, KS1 & KS2

Rationale

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'
(Teaching WalkThrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.' **(Report of the Independent Teacher Workload Review Group)**

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt.
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at Halton

At Halton we believe that the process of marking and offering incisive feedback should be provided 'in the moment'. It is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback 'in the moment' will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking 'in the moment', using verbal feedback and through class discussions: they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning.

Teachers and teaching assistants will distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child for example, letter formation, capital letters for names, spelling errors etc.

Non-Negotiables Marking

At Halton the 'in the moment' marking approach is adopted to enable all children to receive effective and instant feedback to move learning forward. Verbal feedback and dialogue (30% teacher talk: 70% pupil talk) should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward.

Every pupil should receive verbal feedback on a regular basis. During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback verbally (marking the work with VF and initials in blue pen): remodelling misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive, encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts.

Teachers and additional adults will effectively intervene with groups across the class giving immediate verbal feedback on the children's work (marking the work with VF and initials in blue pen). Marking in the moment in the forms of ticks (in blue pen) to indicate correct answers across the school curriculum and areas for improvement, or identified mistakes, should be verbally pointed out to the children within the lesson to enable children to take greater ownership of their learning. Children can correct these in green editing pens. Success criteria should be highlighted in yellow as per Appendix 1.

Marking in Maths

All pupil calculations are to be marked with a greater emphasis on effective 'in the moment' marking (as above) and opportunities for self-marking (in green pen) across lessons.

- Where an answer is incorrect, children should be given time during the same lesson to find the mistakes in their calculation and correct this themselves.
- Incorrect calculations should be corrected or re-worked by the child in green pen rather than rubbing out the original calculation.
- Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review.
- Where children have no errors, they should be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally, stuck into books or may be displayed on the interactive whiteboard.
- Children in KS2 will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified.

Marking in English

When marking learning in English, staff are expected to use effective 'in the moment marking' (orally or in blue pen) and allow opportunities for self-marking (in green pen) for individual question answers for example in Grammar Skills lessons or Whole Class Reading lessons.

- When 'in the moment marking' with children, the children's attention should be drawn to misspelt words, missing punctuation and grammar inaccuracies which the children should correct for themselves in green pen without rubbing out the initial draft. Teachers to use the agreed symbols for these as shown in Appendix 1. Success criteria should be highlighted in yellow.
- Within each writing journey children should be editing and redrafting sections of their own extended pieces in green pen using checklists to support with this is.
- Within each writing journey, the final extended piece of writing should be marked by the class teacher against the writing assessment grid for that year group. The ticks in the grid will highlight the skills that children have achieved and any gaps in skills are then clear next steps for learning. This will result in 12 assessed pieces of writing across the year.

Marking in Foundation Subjects

Staff should ensure effective intervention marking in the moment (e.g. ticks in blue pen) and give verbal feedback (marking the work with VF and initials in blue pen) in order to deepen children's understanding during the learning with opportunities for self-marking in green pen.

- Success Criteria should be highlighted in line with Appendix 1
- Any extended pieces of writing in all subjects will be marked in line with English marking as these can be used for evidence during writing moderations.
- In PE feedback to children will be verbal and assessed against the learning skill for the lesson to inform future planning and assess levels of attainment.
- Feedback in all foundation subjects will be verbal (with the SC highlighted as per Appendix 1) where applicable).

Marking and Feedback in EYFS

- Immediate verbal response will be given by adults to children for all types of learning - adult or child initiated.
- Appropriate annotations will be added to written work at the same time as a verbal response is given. Children should discuss self-assessment of their learning and agree on next steps in learning with the adult.

Presentation of Work

It is the aim of this policy to strive for consistency across year groups, key stages and the whole school. We accept that there will often be children who will need extra support or adapted resources which mean the following guidelines are not appropriate to them. Teachers should avoid using too many full-page worksheets which require sticking in to books.

English work:
Where possible, the majority of children will: • Leave the very top line blank (the wide line) • Write the date on the left-hand side, next to the margin. Underline date with a ruler. • Leave the next line blank • Write the success criteria on the left-hand side, next to the margin. Underline with a ruler. Stickers can be used where necessary in EYFS and KS1 • Leave the next line blank • Write a title for the piece of work if appropriate. • Leave the next line blank • Start the piece of work Handwriting should be in line with the agreed teaching methods set out in the Handwriting Policy
Maths work:
Where possible, or with support, the majority of children will: • Draw a margin two squares in from the left-hand side of the page. • Numerical date on the left-hand side, next to the margin. Underline date with a ruler. • Leave the next line blank • Write 'SC' in the margin, then write the success criteria on the left-hand side, next to the margin. Underline with a ruler. Stickers can be used where necessary in EYFS and KS1 • Leave the next line blank • Write a title for the piece of work if appropriate. • Leave the next line blank • Start the piece of work

Science, geography, history and RE

Where possible, the majority of children will:

- Leave the very top line blank (the wide line)
- Write the date on the left-hand side, next to the margin. Underline date with a ruler.
- Leave the next line blank
- Stick in the 'skills and knowledge labels' which should be numbered with the correct lesson number
- Leave the next line blank
- Start the piece of work

Monitoring and review

Discussion of marking, feedback and presentation will form part of a new teacher's induction. Monitoring of marking, feedback and presentation will be through work scrutiny and pupil interview.

This policy will be reviewed every two years or earlier if appropriate.

Reviewed: September 2025

Date for review: July 2026

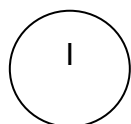
Appendix 1: Agreed symbols for marking and feedback

Teachers and teaching assistants use blue pen for marking and feedback

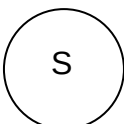
I can ...straight yellow highlighter line to indicate that the success criteria has been fully met

M I can... 'wavy' yellow highlighter line to indicate that the success criteria has been partially met

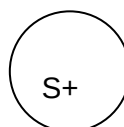
I can... circle of yellow highlighter to indicate the success criteria has not been not met



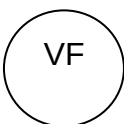
Independent work



Adult support – initialled by supporting adult



Work could not have been completed without adult support



Verbal Feedback given. The staff member's initials should be included here.

sp (in margin) - the spelling of this word should be corrected

P (in margin) – there is a punctuation that needs editing in this line

^ (in margin) – there is an omission that needs editing in this line



Dojo point awarded

For any child who has received scaffolding to access a task, adults are to record what that consisted of, e.g. word bank / sentence starters / picture clues / discussion / white board work.