

## Primary Marking, Feedback and Presentation Policy

### **Rationale:**

Marking and feedback is a central part of a teacher's role and can be integral to progress and attainment. Verbal communication in class together with written responses offer a key way of providing feedback to pupils and helping teachers assess their pupils' understanding.

### **Aims:**

We mark children's work and give verbal feedback in order to:

- Show we value their work and boost self-esteem through praise and encouragement.
- To recognise achievement, presentation and effort.
- Show where children have been successful and what their next steps are.
- Identify and address any misconceptions.
- Support teacher assessment and future lesson planning.



### **Regularity of Marking and Feedback:**

Children will be given verbal feedback in most of their lessons.

Written feedback will be given for extended pieces of writing.

We will use the following marking code for pieces of extended writing which our pupils produce.



### **Marking Code for KS1:**

S	Child did the work with support (S written at the top of the page by the teacher)
O	Circle where there is missing punctuation
Aa	Incorrect use of capital letters
VF	Verbal feedback given in class
✓	Correct
✓✓	Great word/Great work
	Go back, read and check
	Finger space

Use of smiley/not smiley face for student to show how they are doing:



## Marking Code for KS2:

S	Child did the work with support (S written at the top of the page by the teacher)
Sp	Spelling error
G	Grammatical error
O	Circle where there is missing punctuation
Aa	Incorrect use of capital letters
P	Phonic error
Pr	Care in presentation needed
VF	Verbal feedback given in class
	Next step
✓	Correct
✓✓	Great word/Great work
^	Missing word
//	New paragraph needed
	Sentence doesn't make sense

## Presentation Expectations

- Children should take pride in their work.
- Encourage and praise neat handwriting and presentation.
- Any book work, of less than a page, is to be ruled off and the next lesson's work is commenced under that line (this is to save paper).

Subject	Expectation
<b>English/Topic</b>	<p><b>KS1 - Year 1</b> Work is done on sheets and kept in folders. Work has the short date written on it in DD/MM/YYYY format. Learning objective/focus of learning clearly visible on worksheets or typed onto made resources</p> <p><b>KS1 - Year 2</b> Work transitions to exercise books in Term 3 for more able children. Short date and learning objective written or printed and stuck into books. Learning objective/focus of learning clearly visible on worksheets or typed onto made resources</p> <p><b>KS2</b> Written work is done in exercise books. Sheets for handwriting practice and similar are kept in children's work folders. Short date and title and/or learning objective is written and underlined with a ruler. Faster and more able writers use the long date which is always written on the board by the teacher. Writing must be next to the margin.</p>
<b>Maths</b>	<p><b>KS1:</b> Work is done on sheets and kept in folders. Work has the short date written on it in DD/MM/YYYY format. Learning objective/focus of learning clearly visible on worksheets or typed onto made resources</p> <p><b>KS2:</b> Work is done in exercise books. Short date and title and/or learning objective is written and underlined with a ruler. One square per numerical digit. Ruler to be used when drawing tables, charts, graphs etc. <b>***Any worksheets to be cut to size and glued in book or stored in a folder***</b></p>
<b>Thai</b>	<p>Date to be written using Thai letters and numbers next to margin Learning objective or intention written in Thai next to margin and underlined</p>

***Policy written and agreed November 2022. To be reviewed November 2024***