

# **Hindley J and I School**



## **Marking and Presentation Policy**

**May 2025**

**Review (May 2026)**

**Headteacher: Miss McKeever**

**Chair of Governors: Mr G Doubleday**

## Document Purpose

This policy reflects our values and philosophy in relation to providing written feedback which pupils receive, and basic presentation expectations that we have as a school. It gives guidance to all members of staff and other adults.

Research and guidance have been used to inform this policy: Eliminating unnecessary workload around marking; Report of the Independent Teacher Workload Review Group; Ofsted Inspection – clarification for schools document and research from the Education Endowment Foundation. All members of teaching staff have collaborated to produce this policy.

The provision of high-quality feedback can lead to an average of eight additional months progress over the course of a year (EEF research). Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback. This policy focuses predominantly on written feedback i.e. the marking of pupils' work. However, as a school we appreciate that immediate, specific verbal feedback can have an instrumentally positive impact on pupils learning and understanding.

## Audience

This policy document having been presented to and agreed upon by teaching staff has been distributed to all relevant members of the school team. Further copies of the policy are available from the headteacher's office or via the school website. Such distribution ensures the accessibility of the document to visiting teachers, students and parents/carers.

## Aim of the Policy

The aim of this policy is to ensure written feedback, is given to pupils in a consistent, age-appropriate manner. Marking should serve ***a single overarching purpose – to advance pupil progress and outcomes.***

At Hindley Junior and Infant School, we believe there are many purposes to feedback:

- ✓ Assess a pupil's understanding
- ✓ Identify misconceptions

- ✓ Enable Teachers and Learning Support Assistants (LSAs) to plan next steps in learning
- ✓ Inform pupils, when appropriate, about their next steps for improvement
- ✓ Celebrate pupil success and achievement and to motivate pupils to improve.

### **Effective written feedback**

Effective marking and feedback 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. This can often be achieved without extensive written dialogue or comments.

At Hindley Junior and Infant School, we believe effective feedback will:

- ✓ Take place at the earliest opportunity, which may be during the lesson
- ✓ Be balanced appropriately between adult, peer and self-assessment dependent on the subject and age/ability/maturity of the pupils
- ✓ Will celebrate significant achievement in pupils work (e.g. comments, sticker or stamps etc).

### **Our agreed presentation expectations**

At Hindley Junior and Infant School, we have a simple but consistent approach to basic presentation throughout school:







- ✓ All marking by teachers/adults will be in **green** pen.
- ✓ Pink Polishing Pens are used, by pupils, to edit and improve their work (after written feedback from a teacher). This makes it easier for teachers to see when the pupils have acted upon their feedback.
- ✓ All Maths work is done in pencil apart from when pupils do corrections that the teacher has identified. These will be done in a Pink Polishing Pen.
- ✓ All work is to have a learning objective in the form of a Can I .... ? at the beginning of the work.
- ✓ A mixture of short date (12.5.25) and long date (Monday 12<sup>th</sup> May 2025) will be used.

- ✓ For extended pieces of writing, the shorter date may be used in the margin.
- ✓ All pupils' work will be in pencil to begin with. When the pupils' handwriting is cursive, consistent and legible, the teacher will reward them with being given a pen to write with and a certificate.
- ✓ If the child makes a mistake, they should put one horizontal line through it.
- ✓ Rubbers do have a place in the classroom, but should be used with a common sense approach.

### **Our agreed marking methodology**

- ✓ All work in books must be acknowledged by the teacher. E.g. individual questions should be marked with ticks and/or crosses. All work should be at least acknowledged with the OA or WT symbol next to the learning objective. (See Codes and Symbols)
- ✓ Reception staff respond to pupils' work verbally although they will always mark that the work has been assessed with OA or WT.
- ✓ The marker's responses take into account the learning objective of the activity/area of the curriculum. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum.
- ✓ All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good" time after time.
- ✓ It is not appropriate, nor manageable for markers, for detailed written comments to be made upon every piece of work.
- ✓ Teachers will use some symbols and codes when marking to help make the marking more manageable and specific. (See Codes and Symbols).

### Codes/symbols used as part of written feedback

Code/symbol	What does it mean?
	Indicates that the learning objective has been achieved.
	Indicates that the child is 'Working Towards' the learning objective - the objective of the lesson has not been achieved.
	Indicates that the child has been heavily supported by an adult.
	This may appear at the side of a cross/crosses. This tells the pupil that the marker wants them to correct/reattempt this specific aspect of their work. Pupils do this with a pink polishing pen. The number of corrections expected to correct will depend on multiple factors – teacher's discretion.
//	In writing, this will indicate that the pupil should have started a new paragraph.
Sp	Identifies a spelling error: <ul style="list-style-type: none"> <li>• This will be written over the top of the word for some pupils, or in the margin on the line of the error for others.</li> <li>• Pupils will be expected to write the word out an appropriate number of times underneath their work.</li> <li>• Sometimes the pupils will be given the correct spelling, and sometimes they will have to find the correct spellings independently or with a partner (dictionary, word mat, working wall etc.). This will be based on individual pupils' needs and the complexity of words.</li> </ul>
	A yellow highlighter will be used to underline anything that shows accurate application of the learning objective and/or prior learning.
	The marker may circle a mistake to draw the pupil's attention to it. Sometimes the marker may correct the mistake, or leave it blank and the pupil will attempt to correct the mistake in their polishing pen.
^	Identifies that a word/phrase is missing.
T	Targets - clear, concise next steps to improve are identified by the marker (maximum of two targets). The pupil should be able to apply these targets to their work in the very near future.

