



*'Making a difference for every child'*

## **Marking & Presentation Policy**

Owning Committee: Curriculum

Owning Governors: Michael Mifsud

Owning School Rep: Anna Buxey

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**AIM OF DOCUMENT:** *To ensure consistency in marking across the school for staff*

**HOW DOES THIS DOCUMENT HELP THE CHILDREN?** *The children understand the marking symbols and expectations for presentation and response*

# Marking and Presentation Policy

## Purpose

This policy aims to:

- Maintain high expectations for presentation and learning across the curriculum.
- Provide meaningful feedback that has the greatest impact on pupil progress.
- Promote pupil responsibility through self-assessment and editing.
- Reduce unnecessary teacher workload by focusing on feedback that improves learning rather than extensive written marking.

## Presentation Expectations

High standards of presentation are expected in every subject.

Pupils should:

- Write the date and learning objective where appropriate.
- Underline the date neatly using a ruler.
- In KS1, pupils will be provided with a label with the date and learning objective on.
- Use neat, joined handwriting appropriate to their age and stage of development.
- Use a handwriting pen or biro, as deemed appropriate by the class teacher. Pupils who have not yet met the expected standard should continue to use a sharp pencil.
- Rule off mistakes with a single straight line.
- Use a ruler when underlining, drawing tables or diagrams.
- Take pride in the presentation of all work.

## Mathematics Books

In squared mathematics books, pupils should:

- Use **one square per digit**.
- Present calculations clearly and logically.
- Leave appropriate spacing between calculations.
- Draw all mathematical diagrams using a sharp pencil and ruler.

Where work does not meet the school's expected presentation standards, pupils will be expected to improve or redo part or all of their work. The extent of any redrafting will be appropriate to the pupil's age, stage of development and the nature of the presentation issues.

## Feedback Principles

Feedback should be:

- Timely.
- Focused on improving learning.
- Given verbally wherever possible.
- Sustainable for staff.
- Responsive to pupils' needs.

Teachers are encouraged to use **live marking** and **verbal feedback** throughout lessons to identify misconceptions, celebrate success and move learning forward immediately.

Written feedback should only be provided where it adds value beyond verbal feedback. Feedback should inform teachers' future planning and adaptive teaching, ensuring misconceptions are addressed promptly and pupils receive the support or challenge they need to succeed.

## Marking and Feedback

### Marking and Feedback in the Early Years Foundation Stage

At Sheet Primary School, marking and feedback in the Early Years Foundation Stage reflect our nurturing, play-based and responsive approach to teaching and learning. We recognise that young children make the greatest progress when feedback is immediate, meaningful and delivered within the context of their learning. Feedback is therefore predominantly verbal and takes place through high-quality interactions during child-initiated play, continuous provision and adult-led learning. Practitioners use questioning, modelling, encouragement and appropriate challenge to address misconceptions, extend thinking and move children's learning forward in the moment.

Where children complete recorded work, marking is purposeful, developmentally appropriate and accessible to the child. These codes may be circled at the top of the piece of work.

**VF** Verbal Feedback Given (e.g. to support letter formation or address a misconception.)

**I** Indicates that the work was completed independently

**S** Indicates that the child received adult support

This approach ensures that marking, feedback and assessment within the Early Years Foundation Stage are purposeful and responsive. It values the professional knowledge of practitioners, the importance of strong relationships and communication across the team, and the central role of high-quality interactions in supporting children to make progress.

### Key Stage One Marking codes

Teachers should use the following agreed marking codes consistently across the school. Response marking will need to be supported by members of staff developing pupil independence in the summer term.

#### Code Meaning

✓ **LO** Learning objective achieved

✓ **Pr** Presentation Meets school expectations

**Sp** Spelling correction required. Children will be encouraged to use word banks.

**C** Incorrect use or omitted capital letters will be highlighted for pupils to correct.

**. ! ?** Incorrect use or omitted punctuation will be highlighted for pupils to correct.

**VF** Verbal Feedback Given

Where ✓ **LO** and ✓ **Pr** are awarded, they should be written **clearly in green pen in the margin** of the page.

## Key Stage Two Marking codes

Teachers should use the following agreed marking codes consistently across the school.

| Code | Meaning                                |
|------|----------------------------------------|
| ✓ LO | Learning objective achieved            |
| ✓ Pr | Presentation Meets school expectations |
| Sp   | Spelling correction required           |
| P    | Punctuation correction required        |
| //   | New paragraph needed                   |
| VF   | Verbal Feedback Given                  |

Where ✓ LO and ✓ Pr are awarded, they should be written **clearly in green pen in the margin** of the page.

### Yellow Highlighter

Teachers should use a yellow highlighter to identify:

- areas for improvement
- misconceptions
- unclear writing
- sections that do not make sense
- work requiring correction or development

Pupils should respond to highlighted sections using their purple pen.

### Purple Pen (Pupils)

Purple pen is used for:

- self-editing
- peer assessment
- responding to teacher feedback
- improving work following verbal feedback
- correcting spelling and punctuation

### Green Pen (Teachers)

Green pen is used for:

- live marking
- recording verbal feedback (VF)
- brief written feedback where necessary
- next steps
- awarding ✓ LO and ✓ Pr

Teachers should avoid lengthy written comments unless they will significantly improve learning.

## Foundation Subjects

High expectations apply equally in all foundation subjects. Teachers should provide opportunities for pupils to develop disciplinary knowledge alongside subject-specific vocabulary. Feedback should focus on improving pupils' understanding rather than generating written evidence. Teachers should use live marking, questioning and verbal feedback to address misconceptions during lessons wherever possible. Teachers should:

- prioritise verbal feedback and live marking
- use questioning throughout lessons
- avoid unnecessary written comments
- use whole-class feedback where appropriate

To demonstrate that expectations have been met, teachers should simply record in **green pen** within the page margin:

✓ **LO** – Learning Objective Achieved

✓ **Pr** – Presentation Meets Expectations

### Key Vocabulary

Correct spelling of key subject vocabulary is **non-negotiable** across all foundation subjects. Teachers should:

- identify incorrect spellings using **Sp**
- expect pupils to correct spellings using their purple pen (age appropriate)
- reinforce key vocabulary through displays, knowledge organisers and classroom discussion

### Pupil Response

Pupils (at appropriate age and stage) are expected to:

- respond promptly to feedback
- correct spelling and punctuation
- improve highlighted sections
- edit thoughtfully using purple pen
- take pride in all work

### Frequency of Written Marking

There is **no expectation** that every piece of work receives written comments. Evidence of teacher assessment may include:

- live marking
- verbal feedback
- questioning
- pupil conferencing
- whole-class feedback

- pupil responses in purple pen
- ✓ LO and ✓ Pr recorded in the margin

Teachers should use their professional judgement to determine when additional written feedback is appropriate.

## **Monitoring**

Leaders will monitor:

- consistency of presentation expectations
- pupils' response to feedback
- quality of presentation
- progress over time
- curriculum coverage
- pride in work

Book scrutiny will focus on the quality of learning, pupils' progress over time, curriculum coverage, presentation and pupils' response to feedback. Leaders will not judge the quality of teaching by the quantity of written marking.

## **Presentation**

These expectations apply across the curriculum and support pupils in taking pride in their work.

### **English and Foundation Subjects**

Pupils should:

- Write the date and learning objective where appropriate.
- In Key Stage 2, underline the date neatly using a ruler.
- In KS1, pupils will be provided with a label with the date and learning objective on.
- Write neatly, forming letters correctly and using joined handwriting where appropriate.
- Use a handwriting pen or biro, as deemed appropriate by the class teacher. Pupils not yet ready should continue to use pencil.
- Rule off mistakes using one straight line.
- Use a ruler for underlining, tables and diagrams.
- Complete all work carefully and with pride.
- Respond to feedback using a purple pen.

### **Mathematics**

Pupils should:

- Use one square per digit in squared exercise books.
- Present calculations clearly and logically.
- Leave spaces between calculations where appropriate.
- Draw all diagrams using a ruler and sharp pencil.
- Correct errors neatly without scribbling or overwriting.
- Respond to feedback using a purple pen.

### **Teacher Expectations**

Teachers will:

- Maintain consistently high expectations across all subjects.
- Use live marking and verbal feedback wherever possible.
- Record  **LO** and  **Pr** in green pen in the margin when appropriate.
- Use yellow highlighter to identify sections requiring improvement or clarification.
- Use **Sp** to identify incorrect spelling of key vocabulary.
- Use green pen only where additional written feedback is necessary to move learning forward.

Where presentation falls below the expected standard, teachers may require pupils to improve or redo part or all of the work. The amount repeated will be proportionate to the pupil's age, stage of development and the nature of the presentation issue.

All pupils are expected to take pride in their work. High standards of presentation reflect high standards of learning.