



## **Little Aston Primary Academy Feedback, Marking and Presentation Policy**

### **Policy Statement 2025-26**

#### **Review Autumn 2026**

At Little Aston Primary Academy we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in the progress and outcomes they achieve.

The Education Endowment Foundation (EEF) and The Sutton Trust have identified that one of the most effective strategies that has a high impact on pupil progress is feedback. The strategies that teachers use in the classroom are vital to school improvement. Feedback is the information given to the learner that aims towards improvement. It can be written, verbal, through tests and covers a wide range of aspects of the learning process.

At Little Aston we also believe that all pupils should have effective, challenging feedback to inform them of their achievements as well as providing targets to facilitate their future progress.

#### **We aim to;**

- Always make children aware of the focus aspect of each piece of work, ensuring that feedback relates to this focus, which will be derived from the key objectives / differentiated success criteria of the lesson /unit of work.
- Set and maintain high standards of expectation from pupils in the presentation and completion of their work
- Instil a sense of pride in pupils by encouraging metacognition, motivation and self-regulation. (Learning to learn and being ready to learn)
- Teach strategies that help pupils to plan, edit and improve using oral and written feedback.
- Give consistent, specific and actionable feedback with clear guidance for improvement.
- Check retention of the intended curriculum at the point of learning and beyond.
- Provide sustained professional development for staff in effective feedback.
- Embed the principles of Assessment for Learning throughout the curriculum.

#### **Principles**

*“The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.”* Workload Review Group marking report, March 2016

#### **EEF Guidance Report: “Teacher Feedback to Improve Pupil Learning” (2024/2025)**

The report sets out three key principles:

- Teachers should give feedback *appropriately timed* and focused on “moving learning forward.”

- Teachers should plan how pupils will *receive and use feedback* so that pupils will *act on* feedback.

All marking and feedback should be linked to assessment and be:

- **Manageable:** Marking and feedback should be proportionate and relevant to the child's age and stage of understanding, as well as being mindful of the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject and learning intention. It picks up on misconceptions or errors within previously taught concepts eg. GPS. Outcomes inform subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to progress and do their best.

### **Purpose of Marking and Feedback**

Marking and feedback exist to improve learning, not simply to record it. They should:

- Acknowledge and value pupils' efforts.
- Identify next steps by addressing misconceptions, reinforcing skills and extending understanding.
- Inform teachers' future planning and teaching. Understand class progress and identify common misconceptions to adjust planning.
- Assess pupil responses to learning tasks.

### **Challenges of Marking**

We recognise the challenges associated with marking:

- Time constraints make it impractical to mark all books for every lesson.
- Teachers must balance depth of marking, deciding which work to focus on and which to scan.
- Pupils need dedicated time to respond meaningfully to feedback.
- Written feedback must be accessible and understandable to pupils.
- Feedback should remain purposeful, avoiding unnecessary workload.

### **Methods of Feedback and Marking**

Feedback and marking may take a variety of forms, including:

- Written comments, corrections, effort grades, stickers or assessment grids.
- Pupil self-assessment and responses to teacher comments.
- Peer feedback.
- In-the-moment verbal feedback during lessons.
- Whole-class or group feedback.
- Feedback should always link back to the intended learning in the lesson.
- Response time for pupils to read, reflect on and respond to feedback provided (Purple Pen)

### **Methods of feedback and marking might include:**

- Teacher / Teaching Assistant written comments, corrections, grades, stickers, assessment grids
- Pupil self-assessment, response to teacher comment

- In the moment verbal feedback from teacher / teacher assistant during lessons
- Whole class or group feedback

Method	How it works & benefits
<b>Live / “in-the-moment” feedback</b> (teacher or TA circulates pupils during the lesson)	Allows immediate correction of misconceptions, prevents errors becoming embedded. Speeds up feedback loop  Focus on key pupils when time is limited.
<b>Whole-class feedback</b> based on common errors	After looking through pupils’ work, identify recurring issues and feed back to the whole class (or groups) verbally or via the board. More efficient than individual detailed marking for every pupil.  Record keeping of common issues
Peer and self-assessment	Pupils evaluate their own work or peers’ work against criteria (or models). Helps them understand success criteria; builds metacognition; reduces marking load.  supervision needed to check misconceptions aren’t reinforced.
Coded marking / symbols Effort Grades	Set of codes or symbols for common issues (e.g. punctuation, spelling, grammar, structure) means teacher isn’t writing the same comment repeatedly. Pupils learn to interpret codes. <b>Pink for think</b> Where improvement points are given, pupils need opportunity to act on them. <b>Green to be seen</b> <b>A</b> – Very good effort <b>B</b> – Good <b>C</b> - Average <b>D</b> – Poor
Stop-start or “mini-fix” in lessons	From shoulder surfing pupils working - build in short pauses in lessons for children to check work so far (against criteria), correct errors, reflect. Helps avoid repeating mistakes
Stamps, stickers, short annotations	These can acknowledge effort or highlight one or two improvement points in a way that is quick and encouraging. Saves time vs long comments.  Where improvement points are given, pupils need opportunity to act on them.
Responsive / catch-up feedback	After lessons, identify pupils/groups who didn’t master the content, give targeted feedback or re-teach in

	small groups. More efficient than writing detailed feedback for all when only some need it.
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### **Guided Groups/ Target Children:**

- Adults scaffolding guided groups/ children should signify this by initialling at the top of the page.
- Annotate children's books to reflect their intervention where relevant.
- Guided Group Feedback – Pupils working in guided groups/ individually with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.
- Annotations may take the form of modelling, green to be seen highlighter to identify positive achievement, prompting (pink highlighter for think), correcting etc. Annotations should not be extensive or contrived – if it does not impact on learning, don't write it.
- Adults should then initial at the bottom of the child's finished piece of work or where they finished working with the child / group.
- Tick or green stamp the WALT/LO if achieved.
- All work to be given an effort grade A – D.

### **Children working independently of an adult**

- Children working independently of an adult will have no adult initial on their work.
- These Children will have their work 'marked' during or after the lesson.

### **Checking the work of children who worked independently of an adult. Three potential outcomes.**

1. **Acknowledge, effort grade A - D and green stamp / tick** if the child has met the learning objective and the outcome meets your expectations for the child.
2. **Minor corrections, effort grade A - D and green stamp / tick** if you reach the conclusion the child has met the learning objective and the outcome meets your expectations but there are some minor errors that require corrections. Make the correction and stamp the work. 'Pink for think' highlighter may be used.
3. **Feedback / action required, use red stamp, effort grade A - D and distance marking sheet to record. A pink dot by the WALT would also show this hadn't quite been met.** Upon checking a child's book you see something you didn't expect and reach the conclusion that the child / group requires additional feedback. Feedback will predominantly involve further teaching, guidance or support. Make a note of the feedback / action required if needed, either by annotating planning, reorganising groups, updating teacher mark-sheet / evaluation notebook, post it note or other suitable way.

### **What constitutes a 'minor correction'?**

- An error that is otherwise used correctly throughout the work, an age related expectation or previous learning e.g. correct use of GPS
- A transcription error e.g. a capital letter in the wrong place, number/letter reversals, incorrect formation etc.

- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability e.g. high frequency words, phonics, spellings etc.
- A child should see a minor correction and think, *'Oh yes, I missed that,'* rather than, *'Oh, I didn't know that!'*

### Additional ways to praise children




- **Highlighter Pen:** 'Green to be seen' highlighter used to highlight elements of pupil work that is particularly impressive when considering the child's capability and expectations.
- **Headteacher or Deputy Headteacher Stamp / Sticker:** Used to signify outstanding performance, progress or effort by a pupil. This is less frequent to maintain its very special status.

### Support for Staff

- **Professional dialogue:** SLT will discuss feedback choices with staff, offering support and guidance as needed. We recognise that developing effective judgment about when and how to give feedback takes time. If unsure, staff should seek advice from colleagues, Subject Leaders or SLT.
- **Consistency:** A consistent approach across the school is expected. Shared expectations for marking and feedback ensure clarity for all staff.
- **Teachers' Standards:** Teachers are required to give pupils regular feedback (oral or written) and encourage them to act on it. This does not always mean a written response; pupils may instead demonstrate progress in subsequent work or practise specific skills.
- **Linked policies:** This policy should be read alongside the school's Assessment Policy and other practices designed to inform teaching, secure positive outcomes and guide future planning.

**Self-Assessment** - All children assess their own attainment and understanding of the learning in the lesson using the triangle system.

### The Triangle system

-  being a secure understanding
-  being some understanding but still some support/input required
-  being a concept/idea not understood.

**Self-Assessment** is also used at the end of lessons to give pupils time to 'check' their work for sense (coherence) and accuracy before handing it in, this supports the development of independent learning and improvement skills. Pupils use 'purple pen' to self assess, edit and improve their work.

**Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work.

**Peer Assessment** - As with self-assessment, peer assessment could be used in a variety of ways including:

- Children may use a coloured pencil / highlighter (not pink or green) to highlight evidence towards the WALT / LO
- Children may comment on the collaborative skills of their peers, behaviour, citizenship and many other aspects of day to day school life.
- Checking – Peer-assessment is also used for checking of work before handing in.
- Discussion about each other's work in a class or group.

### **Presentation Policy**

**In order to have progression and continuity in the presentation of work it is essential there is a consistent approach. Therefore the following guidelines have been compiled in order to support the children in the presentation of their work at our school.**

#### **Dates and Titles EYFS and KS1**

- During their reception year the children will be taught to write their full names with increasing independence.
- During Y1 the children will be taught to put the date, month and title on their work, initially using pre-drawn lines, progressing onto positioning these independently using line guides. It is expected that the vast majority of children will be able to do this successfully by the summer term in Y1.
- During Y2 the children will be taught to place the date, month, miss a line and title and underline work. Pupils should start a new piece of work two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.
- There is no requirement for a margin to be drawn.
- Knowledge mats/ title pages must be inside the books and updated for each new topic or unit of work.

#### **General guidelines KS2**

- All work is dated and titled.
- Date and title is underlined in pencil, with a straight line using a ruler.
- All work [except for work in books] should have the child's full name on it.
- Photocopied sheets are trimmed by the teacher before being stuck neatly into books.
- Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by year 4.
- Children are not allowed to doodle on their book covers or work.
- Books will be labelled using school printed labels.
- Poorly presented work is done again at an appropriate time.
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents.
- Incorrect work should have a straight line drawn through it (not a scribble).

### **Rulers**

- Y1 and Y2 children are encouraged, where necessary, to underline dates and titles neatly
- Rulers are used by KS2 children to underline their work and draw margins

### **Names**

- In all year groups the child's first name and surname will be written on work.

### **Pencils and Pens**

- Pencils are to be used for all written work in all year groups until a child can join their writing in a well formed, cursive style as determined by the handwriting policy. Then children will progress to using a pen.
- In addition Reception and Sparkletots will use any mark making tools.

### **Rubbers**

- All children can use rubbers with supervision or at the teacher's discretion
- Children are not to use tippex or eraser pens to correct their work.

### **Maths EYFS / KS1**

- Learning Mathematics in EYFS is primarily practical. Pupils record work / jottings on white boards / worksheets. When work is recorded, the teacher should write the date whilst pupils trace / copy their names.
- Tapestry is used to record and evidence learning and in addition children have a Maths log book which includes ideas and challenge work-sheets.
- By summer term, most pupils should be writing their own names and to write numbers independently.
- Children write the short date when appropriate.
- If children are using cm squared paper – one numeral to be put in each square.

### **Maths KS2**

- The date to be written in the short form
- A margin of two complete squares to be drawn on the left hand side
- Learning objectives evident
- The section and page number should be written at the top of the page if appropriate
- One numeral in each square
- Corrections are identified by a teacher (pink highlighter) and children correct using purple pen
- Before a new piece of maths, the children should rule off the last piece of work

### **General guidelines**

- Pupils should be discouraged from writing with a blunt pencil.
- School blue handwriting pens or the equivalent should be used by the pupils.

- Foundational skills in handwriting and number formation to be taught consistently in-line with our handwriting policy from Reception throughout the school.

### Guidelines for Marking Children's Work

- **Purpose and focus:** Children must know the purpose of each task (WALT / Learning Objective). Feedback should relate directly to this focus.
- **High expectations:** All teachers must maintain consistently high expectations for work in every subject, ensuring accurate grammar, spelling and presentation across the curriculum.
- At the end of each literacy unit, pupils will produce a final piece of writing with a clear **audience** and **purpose**. This writing should be **displayed, published, or shared** (e.g. through classroom display, performance, presentation, or digital platform) to celebrate achievement and reinforce the importance of writing for real outcomes.
- **Subject-specific outcomes:** Work in foundation subjects should be marked against subject-specific expectations, while also checking presentation, handwriting, subject vocabulary, spelling and grammar (see Appendix 2).
- **Response to feedback:** Teachers must provide time for pupils to respond to marking. Failure to act on feedback will be considered a behaviour issue and addressed in line with the behaviour policy.
- **Cross-curricular application:** Marking across all subjects should reflect high expectations for applying English and Maths skills, alongside the specific learning objectives of the subject taught.

### Early Years

Tapestry is used as a record of each child's 'learning journey' in Sparkletots and Reception. This is an online record enabling photographs and videos of evidence to be saved, annotated and collated for each child. Parents/carers can contribute.

Assessment is primarily via oral feedback. Stickers / merits and brag bracelets are awarded for good work. Adults in EYFS may conduct observations without providing feedback to a child. This is incorporated into next steps planning and future enhanced provision.

Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Good work is praised. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

A high emphasis is placed on securing foundational knowledge in Early Years ready for their next stage of learning in KS1. Green and pink highlighter pens may be introduced in the summer term in Reception.