

MARKING AND PRESENTATION POLICY

September 2026

We consider equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and we keep them under review on a continuing basis. All policies are approved by the governing board and reviewed annually.



But the plans of the Lord stand firm for ever, the purposes of his heart through all generations.

Psalm 33:11

New International Version

Marking

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. This can often be achieved without extensive written dialogue or comments.

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.

Marking is a vital element of teaching, but when it is ineffective it can be demoralising and a waste of time for teachers and pupils alike.

A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.

We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.

Feedback can take the form of spoken or written marking, peer marking and self- assessment.

- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Embedding the principles of effective marking

All marking should be meaningful, manageable and motivating.

All tasks are reviewed before books, folders and wallets are returned to pupils.

For 'deep marking', we use pink ('pink for positive' or 'tickled pink') to identify areas of strength; we use green ('green for growth') to identify areas for improvement – this can be 'live marking', i.e. during the lesson.

Marginal annotations, e.g. N (next step), S (support), SP (spelling issue), VF (verbal feedback), and written comments can support pupils requiring greater direction.

Written tasks completed in English writing, science, geography/history and RE normally receive 'deep marking'.

Pupils respond in red when their work is returned.

In maths, calculations are individually marked with any errors corrected by pupils in red.

Phonics, guided reading, handwriting, spelling, art and design, computing, DT, French and PSHE are annotated as required.

Incorrect spelling in French is addressed effectively.

Peer and self-assessment can be used when appropriate.

Completed homework is acknowledged with either a comment, stamp or tick.

Presentation

Pupils' work across the curriculum is consistently of a high quality.

Books, folders and wallets are neatly labelled, either handwritten or printed, with name and subject, and treated respectfully.

All lessons in the following ruled exercise books are properly recorded, either drawing a line before writing or starting on a new page, and including both the long/short date and learning intention:

- English writing, e.g. Thursday 1 September 2022; LI: To... (In KS1, this can initially be handwritten by an adult or printed.)
- Science, geography/history, RE, e.g. 1.9.2022; LI: To... (In KS1, this can be initially handwritten by an adult or printed.)

Inaccurately copied dates and/or learning intentions are tackled.

Pages in workbooks from White Rose Maths have the short date.

Activities in other books have the short date.

Tasks retained in folders/wallets have the short date and are ordered chronologically.

The children's handwriting reflects the high standard modelled consistently by the adults who support them. Pupils in Willow can use a school pen when ready. Pupils in Oak can use a home pen if it is either black or blue, used consistently and maintains presentation.

Marking and Presentation Policy

Mistakes are not erased but scored through with a single line. There is neither doodling nor scribbling.

Any lines are drawn carefully with a ruler.

Charts, diagrams and pictures are drawn on plain paper and then tidily glued in ruled exercise books. Only pencils are used for colouring charts, diagrams and pictures.

Worksheets have any extraneous headers and/or footers, e.g. logos, trimmed and then glued in ruled exercise books – ‘no flappy bits’.

In maths, digits and symbols are carefully spaced when grided paper is used – one per square.

In DT, projects are recorded appropriately on a double-sided A3 page and filed collectively.