

# MOORFIELD PRIMARY SCHOOL



## MARKING, FEEDBACK, REFLECTION & PRESENTATION POLICY

Term of Staff Review:	Summer 2026
Reviewed & Approved by Governing Body:	Summer 2026
Committee:	Teaching and Learning
Term of Next Review:	Summer 2028

*Inspiring Creative Learners for Exciting Futures*

## **Rationale:**

Marking is an essential part of effective planning, assessment, teaching and learning. Responding to pupils work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow agreed and consistent systems and procedures in responding to pupils work in order to give clear guidance to pupils, parents and other teachers about individual progress and to move learning on. We believe that it is vital for children to understand their learning through marking and provide regular opportunities for them to respond to their marking to accelerate progress.

## **Aims:**

- To ensure that marking is consistent throughout school and has an impact on accelerating progress.
- To raise standards and ensure children are aware of high expectations.
- To ensure that marking is both formative (providing feedback to the child and guiding future work) and diagnostic (in identifying errors and addressing misconceptions).
- To inform planning and provide information for ongoing teacher assessment.
- To develop children who are able to reflect effectively on their learning, respond to marking to make progress and understand specific steps to achieve their targets.
- To give value to the children's work.
- To give the children encouragement to embrace challenges.
- To convey to pupils' teacher's expectations of their work.
- To provide consistency across the whole school and within year group classes.

## **Principles**

Feedback must:

- Be shared effectively with pupils and parents both verbally and in a written form to encourage dialogue and build self-esteem.
- Be focused and expectations shared with pupils linked to the Learning Question (LQ) & Success Criterion (SC).
- Include three main elements:
  1. Specific praise linked to success against LQ/SC.
  2. Identify specific aspects of work the pupils could have improved.
  3. Steps & prompts of how to improve.
- Be manageable, purposeful and an effective use of teachers' time to move learning on.
- Increase motivation and engagement which will have a positive impact on behaviours for learning.
- Provide effective actions and targets which pupils can respond to which will improve their learning.
- Be age appropriate.

## **Marking, Feedback and Reflection Methods**

Marking and feedback will be used to communicate to children their successes and how they can improve in a positive and constructive way. All feedback, oral and written will help children make progress, encouraging them to strive for high achievement and build self-esteem.

All written work carried out by the pupils should be responded to by staff to inform on-going assessments and to ensure that children are aware of their next steps. Children need to feel valued in teacher responses, which may take the form of: verbal feedback, whole class feedback (either verbal or written format) to address trends and common misconceptions, use of peer assessment, use of green and pink pen only, or it may include a written comment providing direction as well. It is not expected that 'in-depth' marking takes place in *every* child's book for *every* piece of work. However, teachers should ensure that there is a balanced variety of feedback formats and that any suggested actions are having an impact.

Teachers are expected to provide a rich, fulfilling and varied curriculum diet; therefore, sometimes, recorded work is not applicable. Where this occurs, the teacher should provide some photographic record of learning activities that have taken place and ensure that the LQ is noted. It is suggested that teachers keep a digital record of this work that can be cross-referenced to planning. Obviously, this dictates that children need to have a comprehensive understanding of what their next steps in learning are and responses should be in child-friendly language. Marking should primarily be carried out by the class teacher, but where applicable or appropriate, teaching assistants/learning support assistants can respond to children's work, ensuring that the class teacher is made aware of next steps in the children's learning. This gives the pupils an opportunity to receive guidance on the next steps they need to take to improve their learning.

## **Written Feedback**

Written feedback can be given in two ways:

- i. Marking after the learning has taken place.
- ii. During guided work with the teacher pupils can be given verbal feedback (VF) followed by a short comment written in the book of what has been discussed, if this clarification is needed e.g. VF - Use capital letters. This should be recorded in the work in the point of learning that it was given, e.g. in the margin.

Adults should correctly model handwriting, spelling and grammar in written feedback

*See below for full written methods.*

## **Verbal Feedback**

- Verbal feedback is powerful as it is immediate and it can have a direct impact on learning, as pupils can adapt their practice which should be evident from the point of verbal feedback.
- Comments and questions that encourage higher order thinking are important aspects of verbal feedback.
- Verbal feedback should be recorded briefly if amendments have been made as outlined in the written feedback section above.

If a child is making several errors in a piece of work it should quickly become clear to the teacher that the child is not embedding the concept being taught. The teacher will therefore review the concept again with the child rather than mark a whole piece of work as incorrect. This may take the form of: a pre-teach, a mini plenary during the session or a revisited learning session to develop skills and confidence and to embed learning. Similarly, if a child is consistently having all of their work marked as correct, then the level of challenge is not high enough. Teachers should encourage children to be assessment literate learners; having the confidence and freedom to change the activity level if it is not appropriately challenging.

## **Marking by the Pupils**

Self-correction techniques by the pupils should be developed and encouraged as the pupils move through the school. Checking work as a final part of a task is a skill, which needs to be taught to pupils throughout the school and lesson time must be dedicated across the week to develop and implement this. Pupils should be encouraged and given lesson time to look for simple errors in punctuation and spelling as they edit their work.

From Year 2 onwards, there are valid occasions where children should mark their own or one another's work, at the teacher's discretion (e.g. spellings, tables, tests and some sentence work). This should only take place within an agreed climate of mutual respect and no child should ever be forced to share their score with the class if they do not feel comfortable doing so. In such instances where pupils self-mark, teachers should check these marks at a convenient time afterwards. KS2 pupils are also given opportunities to develop the skills of self and peer-assessment in written work against differentiated success criteria. This gives the pupils the opportunity to develop a dialogue with other children about learning, compare their learning with others and develop the ability to assess the work themselves.

## **Marking and Assessment for Learning**

By marking through LQs and SC, it becomes more effective for both teachers and pupils to measure pupil progress through the school; teachers are able to see which pupils are achieving the age-related expectations. Teachers use this evidence from their marking to feed into termly assessments and, along with evidence from end of year assessment tests, accurately assess the progress that their pupils make and so plan for future learning. Pupils use this feedback from their teachers to help them develop their learning as it effectively points out the areas in which they need to improve. Overall, marking and feedback should be purposeful and used to ensure that learning is progressing, as evidenced in books, through observations and through conversations with children.

## **Marking and the Assessment Co-ordinator**

It is the responsibility of all staff to ensure that the Marking Policy is being adhered to in the school. This will be checked by the Senior Leadership Team and subject co-ordinators when they analyse work.

This policy should be used in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- English Policy
- Mathematics Policy

## **Methods**

Across the school we use:

**'Green Strength' pens to highlight positive aspects of work where the child has succeeded in meeting the elements of the success criterion.**

**'Pink Pen of Progress' pens to highlight areas to revisit, edit or improve.**

All **teachers are to use ballpoint pens** and all **children will respond in purple pen.**

#### ***Marking in EYFS:***

- All adults in the setting are looking for evidence, during child led and adult directed activities, for links to the Differentiated Early Years Outcomes, Development Matters and Early Learning Goals.
- The majority of feedback in Reception will be given verbally, at the time with the child, pointing out the elements that meet the learning question and giving ways to improve their work next time.
- Children's outcomes may be recorded in their Tapestry file, work books, photographs etc.

#### ***Marking in KS1:***

- Each lesson will have a 'Learning Question' that children know and can self-assess against.
- All written feedback must be in 'child friendly' speak.
- In Year 2 (where appropriate), children should be provided with the SC/checklist at the outset of the lesson. Checklists that detail the SC should, where possible, be developed with the class and used where applicable in lessons to focus children on the specific skill sets required/to apply in their learning.
- To make lessons more focused and specific, the LQ should be printed for children on the SC checklist and distributed to children to guide them and allow them to focus on specific skill sets during each session.
- At the end of each session, children should have the opportunity to self-assess against the SC in order to answer the LQ.
- Achievements against the SC should be identified, as well as next steps in their learning, and this should be modelled regularly by the class teacher to ensure consistency, comprehension and establish expectations.
- Pupils will know that these criteria are the basis on which their work will be marked.
- In Mathematics; the method or strategy should be displayed to aid organisation.
- When editing their marked work, children should ensure that the original writing/calculation is visible so that progress can be clearly seen.

#### ***Marking in KS2:***

- As above.

#### **Editing and Reflection Time**

All children across KS1 and KS2 should have specific time built into learning sessions across the week to allow for time to reflect on feedback and edit with a purple pen. In time, this should be an evidential base that shows feedback is read, processed and implemented and that feedback is having an impact on the progress of learning. Purple pen time should last no longer than 10 minutes.

#### **Marking expectations across the broad and balanced curriculum**

- It is expected that all books are responded to before the start of the next lesson. With the emphasis on effective marking to move learning on and accelerate progress.
- Core subjects (English, maths, science) are to follow specifically the procedures as outlined in the policy for both written and verbal feedback. This includes core subject learning applied across the curriculum, for example writing through history.
- Foundation subjects may be marked in less detail, however all work must be marked up to date. It may not always be appropriate to include detailed action points for foundation subjects, however, in some cases it will be very relevant to do this particularly if it is linked to the core subjects within the topic. Pupils should be given the appropriate purple pen time to respond to their marking as appropriate in foundation subjects.
- Assessed pieces of writing in English should be carried out at least once per half term. The work should be marked in detail following the policy with next steps for improvement provided – to be reviewed by the English Lead and SLT.

#### **Presentation**

##### **General rules**

- Each pupils book is to have a pre-printed label on the front including:
  - Name, Year group, Subject area
- All drawings and diagrams should be in pencil.
- Felt pens are not used in exercise books.
- Gel pens should not be used in exercise books (unless there is a motor skills need).
- Absolutely no writing on covers or on the inside covers of books.

- No doodling on pages in books or on covers.
- Coloured pens will only be used for specific reasons by children, e.g. green, pink and purple pen for marking and for self-correcting.
- Pencil crayons should be used in exercise books.
- Square brackets are used to cross out mistakes.
- Tippex and corrections pens are not used.
- Worksheets may be used to support learning or as a replacement for a textbook, however, if it is appropriate to use and stick them in pupil books then all sheets should be trimmed down or reduced in size to fit flat in the books so work can be seen.
- A4 sheets to be stuck in folded in half, portrait.
- Rubbers should only be used in art or for diagrams and tables etc. Rubbers are not to be used in pieces of writing. Rubbers should only be given out by adults in appropriate lessons.

### LQ Labels

All work should have an LQ at the top. This will be typed on a label, or on the sheet. For Years 4 to 6, this may be written.

### Starting new work

Children should be taught where to begin a new piece of work. As a general rule, children will start a new page when there is less than half a page left, otherwise they rule off and use the same page.

### Reception

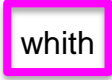



Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to Year 1. It is expected that the majority of children will be writing some words independently and most children will be writing in sentences in the summer term of Reception.

	<u>KS1</u>	<u>KS2</u>
<u>Learning Question (LQ)</u>	<ul style="list-style-type: none"> <li>All pieces of work should have the LQ (Learning Question) at the top. Teachers should print this out if children are writing directly into their English book.</li> </ul>	<ul style="list-style-type: none"> <li>All pieces of work should have the LQ (Learning Question) at the top.</li> </ul>
<u>Equipment</u>	<ul style="list-style-type: none"> <li>All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp.</li> <li>Only Pencil Crayons will be used in exercise books and paper.</li> <li>Purple pen for reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Once children have demonstrated that they can form all letters correctly they will be awarded a 'Pen Licence'.</li> <li>Only appropriate blue ink handwriting pens can be used (except for purple pen for reflection).</li> <li>All maths work will be completed in pencil (except for purple pen for reflection).</li> <li>Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams and labelling.</li> </ul>
<u>Handwriting</u>	<ul style="list-style-type: none"> <li>Staff will emphasise correct letter formation through the regular explicit teaching of handwriting and through lessons.</li> <li>Joined handwriting will be introduced in Year 2.</li> <li>Handwriting books will be used for this.</li> <li>In Reception this will take place in the children's Phonics books so that they can use their learning in this session as well.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting will be taught on a regular (2 or 3 x weekly) basis with a focus on correct letter formation and joined handwriting.</li> <li>Handwriting books will be used for this.</li> </ul>
<u>Indicating errors</u>	<ul style="list-style-type: none"> <li>Children will indicate an error with one neat line through work. Once children are ready they will begin to indicate an error with square brackets as appropriate. <b>Children will need to be taught how to do this.</b></li> </ul>	<ul style="list-style-type: none"> <li>Children will indicate an error with square brackets around work. <b>Children will need to be reminded how to do this.</b></li> </ul>
<u>Dating work</u>	<ul style="list-style-type: none"> <li>In <u>Maths</u> the short date is used, e.g. <i>16.3.16</i></li> <li>In <u>English</u> children will write only the day of the week (this reinforces basic key words). Year 1 - Days of the week Year 2 - Full date e.g. <i>Monday 8<sup>th</sup> September.</i></li> </ul>	<ul style="list-style-type: none"> <li>Date written on left (not in the margin) and underlined with a ruler.</li> <li>In <u>maths</u> the short date is used and underlined with a ruler, e.g. <i>16.3.16</i></li> <li>All <u>other work</u> has the long date, e.g. <i>Monday 8<sup>th</sup> September</i></li> </ul>
<u>DUMLUM</u>	Year 3 - 6 to use <b>DULUM</b> for consistent presentation throughout school. (Year 2 to implement by the Summer Term). <ul style="list-style-type: none"> <li>Date - underlined</li> <li>Learning Question underlined if handwritten</li> <li>Miss a line</li> </ul>	
<u>Maths Books</u>	<ul style="list-style-type: none"> <li>Only pencil to be used (adaptations for those with additional needs).</li> <li>Children to be taught to use 1 digit per square - Years 3 to 6.</li> <li>All working out to be underneath/next to the calculation.</li> </ul>	
All stationary will be provided by school. No personal items to be used.		

### Monitoring

- Books will be monitored by the Headteacher and the SLT as part of the scheduled Monitoring and Evaluation Cycle every half term.
- Teachers will be involved in the Monitoring and Evaluation cycle for books over the year so they can gain a wider understanding of the expectations in place and the reasons behind the expectations, they can evaluate their own practice against that of others and see the consistency of marking throughout school and the impact it has on teaching and learning.
- Additional monitoring and support will take place for those teachers who require it.

## Appendix 1 - Marking and Feedback Crib Sheet:

	EYFS	KS1	KS2
	<p><b>Green = positives against LQ/SC</b>  <b>Pink = growth/improve</b>  <b>Purple = children's responses to marking</b></p>		
<p>All codes to be written in the top right hand corner of the page.</p>	<p>All work is responded to verbally in Reception. Where feedback is used to make an impact this will be indicated with a <b>VF</b> e.g. child starts to use finger spaces after a prompt has been given or a maths problem has been corrected following help by an adult.  <b>I</b> - INDEPENDENT  <b>D</b> - DIRECTED - there will then follow a written indication of the level of support the child has had to complete the Directed activity.</p>	<p><b>I</b> - independent work (for exceptions)  <b>S</b> - Support given or worked in a focus group  <b>1:1</b> - Focus session with child  <b>VF</b> - Verbal Feedback</p> <p><i>Marking should demonstrate green and pink elements that meet the LQ/SC. Key elements should be underlined.</i></p>	
		<p>Spelling check – pink box around word or part of word with incorrect spelling</p> <div style="text-align: center;">  <p>whith</p> </div>	<p>Spelling check – as KS1. When appropriate progress to <b>Sp</b> in the margin and underline the incorrect spelling. When the child is ready move to Sp and the child locates the incorrect spelling themselves.</p> <p>Visual codes:  <b>WOW!</b> for adventurous vocabulary  // new <u>paragraph</u> needed  / new <u>line</u> needed  * next steps  <b>P</b> Punctuation  <b>Sp</b> Spelling error  <b>Gr</b> Grammar error</p> <p><b>Next to LQ</b> based on whether the child has met the intention of the lesson.</p> <div style="display: flex; justify-content: space-around;">    </div>
	<p><b>Action points guidance</b></p> <ul style="list-style-type: none"> <li>• Use imperatives to give direct and specific action points <ul style="list-style-type: none"> <li>◦ e.g. Describe..... Calculate..... Check..... Find.....Change.....</li> </ul> </li> <li>• <b>Reminder Prompt</b> – reiterate the learning objective, more suitable for the more able.  <i>e.g. Describe the character in more detail</i></li> <li>• <b>Scaffold Prompt</b> – focus the pupils attention  <i>e.g. Statement – Describe something that happened which showed you they were a good friend or Describe how this person is ‘a good friend’?</i>  <i>Unfinished sentence – She showed me she was a good friend when..... (finish this sentence)</i></li> <li>• <b>Example Prompt</b> – model a possible improvement then asks the pupil for an idea of their own.</li> <li>• <b>Steps prompt</b> – outlines steps to take for improvements</li> <li>• <b>Challenge or question prompt</b> – pose a challenge to extend learning</li> </ul>		

## Appendix 2 KS2 Checklist

<b>Learning Question:</b> Can I use descriptive language effectively? <b>Success Criterion:</b>	Self Evaluation	Teacher
<b>EVERY sentence makes sense</b>		
<b>Adjectives</b>		
<b>Adverbs</b>		
<b>Similes</b>		
<b>Metaphors</b>		
<b>Noun phrases</b>		
<b>Complex sentences (with commas)</b>		
<b>Range of punctuation</b>		
<b>Self-evaluation:</b> <b>What I need to challenge myself with next time:</b>		
<b>Teacher evaluation:</b> <b>What I need to challenge myself with next time:</b>		