



Marking, Feeding Forward and Presentation Policy

Signed: D Fraser

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Review Date: March 2027

Review Period: Every 3 years
or earlier if considered necessary

To be reviewed by: Local Governing Body

Brotherton and Byram Community Primary Academy

MARKING, FEEDING FORWARD AND PRESENTATION POLICY



Responding to children's work is an integral part of feeding forward next steps to children. A focussed response will enhance children's learning, enable more rapid progress and lead to raised standards and confident learners. Response will be carried out in a variety of different ways.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feeding forward to support pupils in becoming effective learners. Effective marking and feeding forward is integral to good teaching and learning. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Marking and feeding forward must not become onerous as this is not beneficial.

Effective marking and feeding forward aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond, to self-assess and evaluate their own learning.

SELF AND PEER ASSESSMENT

- In the Foundation Stage, marking may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.
- **Children** will use '**purple polishing**' (**purple pen**) for self editing/ responding to teacher and peer feedback - this will include work on Chromebooks.
- **Children** will use **pale blue** pens to give feedback on peer work.

ADULT ASSESSMENT

- **Adults** will mark a selected group during live marking and responding. Make brief comments to ensure the child acts instantly on feedback. Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.
- **Adults** will draw a smiley face and give a positive comment when appropriate.
- **Adults** will use the steps symbol  in books to live mark. They will use this symbol and also add next steps including open questions once a child has completed the task. Where verbal feedback is given, the step symbol will be used with a word or short phrase if necessary.
- **Adults** will only use **dark blue** to mark in books. All marking is to be done in a clear legible hand aligned to the school handwriting script.
- **Adults** to use the spelling snake symbol underneath an incorrectly spelt word.
 If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.
- **Adults** will write 'modelled' into books of children who have had modelled input (where it is not apparent in black pen).
- Marking across the week should cover the whole class but not every book needs to be detailed marked every day. If children don't get written feedback in their book ensure children get oral feedback within the lesson. Live marked work **does not** need to be marked again.
- **Adults** to use **green highlighter** to identify if something is correct (**maths**) or is a strength of the work (**other subjects**).
- **Adults** to use **purple highlighter** when they want a child to review this aspect of their work.
- **Adults** will add tabs to books to indicate when a child needs to review their work and will only remove the tab when the work has been checked and **highlighted in green**.
- In the Foundation Stage, marking may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.

EXPECTATIONS

Recorded learning in all books will follow the above procedures.

WRITING

- There will be a minimum of three pieces of recorded written work each week including at least one extended piece of writing.
- Printed work completed on Chromebooks may represent several sessions of writing.

MATHS

- There will be a minimum of three pieces of recorded written work each week and a 'Have a Go' each week.

PRESENTATION OF WORK

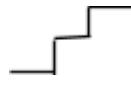
AIM

We aim to be consistent in the presentation of children's work across all years so that children demonstrate pride in their work. To achieve this:

- All children from Reception to Year 6 will use cursive handwriting, which will be practised frequently.
- Children in Key Stage 2 will use a **black pen** to write, except in Maths when they will use a sharp pencil.
- Teachers will assess when children are ready as a whole class to use pens for writing in Key Stage 1.
- Children should miss a line to indicate a new paragraph.
- When a mistake is made, a **single, neat line** will be drawn through the mistake using a ruler.
- In KS1 child friendly symbols will be used by both children and adults to highlight capital letters, finger spaces. These will be displayed on the marking and feedback code displayed in the classroom.
- There will be no use of marking grids in KS2 → apart from blank success grids which can be used in writing sessions. KS1 can use grids where relevant however by Y2 these will be phased out.

KS1 symbols and meanings	
ABC	capital letter
●	full stop
	finger space
?	question mark
!	exclamation mark
,	apostrophe <small>above the line</small>
,	comma <small>on the line</small>
	conjunction
 person place thing	noun
	verb
word ending	suffix
→ ←	contraction
 person place thing	adjective
	adverb

HOW HAS YOUR WORK BEEN MARKED?

	Smiley face drawn when a positive comment is made.
	This means you have a next step which you need to carry out to improve your work. Use purple polishing pen to make these improvements.
	If any work is highlighted or underlined in green, this shows good work has been achieved.
	If any work is highlighted or underlined in purple, this shows this needs checking and then correcting or improving
	Spelling mistake - please correct using purple polishing pen
<i>Modelled</i>	This work has been supported by an adult who has modelled examples to help access learning