



Marking, Feedback and Presentation Policy

Date policy last reviewed: September 2026

Statement of Intent

Radwinter CE Primary School is committed to ensuring that every child experiences marking, feedback and presentation as a positive and purposeful part of growing and learning together. Our intent is to create a culture where pupils understand that their work matters, their ideas have value, and their books tell the story of their growing confidence, independence and pride.

This policy outlines how work will be marked, what feedback might be given within and between lessons and the expectations of standard of presentation in books. This policy applies to pupils and all staff who work with children during lessons.

Definitions:

- *Marking*: any written assessment provided on pupils' work
- *Feedback*: any written or verbal communication given to pupils about their learning
- *Presentation*: how a piece of work should be laid out and how books should look

1. Marking and Feedback Ethos

At Radwinter Primary School, we believe that marking and feedback is an integral part of children's learning. Involving the children in their assessment for learning (formative assessment), by providing marking and feedback, leads to greater engagement in their work and encourages a growth mindset. We actively teach our children that mistakes are opportunities for learning using the term 'marvellous mistakes'. These are celebrated, shared and used as a teaching tool.

2. Related Policies and Guidance

This policy should be read alongside:

- Assessment Policy
- Curriculum Policy
- English Toolkit
- Maths Toolkit
- Teaching and Learning Policy
- Behaviour and Relationships Policy
- SEND Policy

3. Aims

The aim of this policy is to ensure that all marking, feedback and presentation at Radwinter CE Primary School is purposeful, consistent and rooted in our belief that every child's work matters. Through clear systems, shared expectations and a culture that celebrates *marvellous mistakes*, the policy seeks to support pupils in understanding their achievements, recognising how to improve and taking pride in the way they present their learning. It aims to provide staff with a coherent framework for delivering high-quality formative assessment—both within and between lessons—so that feedback moves learning forward, promotes independence and contributes to strong progress across the curriculum.

4. Roles and Responsibilities

Headteacher

- Ensure whole-school consistency in the use of marking symbols, colours and presentation expectations.
- Monitor the impact of marking and feedback on pupil progress through book looks, learning walks and discussions with staff.
- Provide staff training on effective feedback, self- and peer-marking, and adaptive teaching linked to formative assessment.

- Oversee systems for same-day intervention, remote marking expectations and high-quality presentation across subjects.
- Ensure the policy reflects the school's ethos of celebrating *marvellous mistakes* and promoting independence.

Governing Body

- Monitor policy effectiveness through reports, book sampling and conversations with leaders.
- Ensure the policy supports high-quality teaching, statutory requirements and the school's vision for pride and purposeful feedback.
- Hold the headteacher to account for consistent implementation across the school.
- Review the policy at scheduled intervals and approve any amendments.

Class Teachers

- Apply marking symbols and colours consistently across all subjects.
- Provide timely 'in the moment' and remote feedback that moves learning forward.
- Plan opportunities for self-marking, peer-marking and whole-class marking.
- Ensure pupils have time to respond to dots or orange underlines using purple polishing pens.
- Use formative assessment from marking to adapt subsequent lessons, organise focus groups and plan keep-up interventions.
- Maintain high expectations for presentation and model layout clearly in every subject.

Support Staff (LSAs)

- Use agreed marking symbols such as A, FG and I when supporting pupils.
- Provide 'in the moment' feedback within focus groups and individual support sessions.
- Follow colour-coding procedures and encourage pupils to make purple-pen edits.
- Give clear handover information to class teachers so learning objective dashes and next-lesson planning are accurate.
- Promote independence and pride in presentation.

Pupils

- Engage actively with feedback using purple polishing pens to edit and improve work.
- Respond to orange dots/underlines by correcting mistakes beside the original answer.
- Use marking stations honestly and purposefully to self-mark and check answers.
- Provide constructive peer-feedback using agreed scaffolds.
- Maintain presentation expectations and take pride in their books.

5. Marking and Feedback Expectations

It is not expected that every piece of work in a pupil's book is marked, however, every learning objective should be colour-coded according to teacher assessment of work (see 'Symbols and Colours' for explanation).

Feedback is provided verbally and in writing both within and between lessons with the sole purpose of moving the children's learning on. Teachers may use a variety of feedback methods within lessons and should include pupils in this process as often as possible so that the feedback is purposeful and impactful.

Symbols and colours

Written marking can take many forms and can be conducted by pupils, peers, class teachers and LSAs. Everyone completing written marking should do so in line with the school's agreed marking symbols (Appendix A).

In EYFS, fewer symbols are used as feedback and assessment is predominantly verbal, recorded on Tapestry or writing quotes from children.

Marking Key for EYFS	
VF	Verbal Feedback
A	Worked with an adult
I	Independent
	Speech bubble with child's comment

Marking is designed to help children recognise their achievements and how they can improve. We use two colours as a visual aid to assessing work:

- Green for 'got it'
- Orange for 'almost'

Adults use black biro for writing comments, putting symbols, ticking or dotting answers and any edits that they do with the pupil.

Where pupils have been successful with their responses, we mark with a tick or underline with a green highlighter to show evidence of achieving the learning objective.

Where pupils have made mistakes or there is room for improvement, we mark with a dot or underline with orange. A dot, rather than a cross, invites pupils to go back, try again, and make edits. Likewise, work underlined in orange should then be revisited by the pupil, either with or without support. When making edits or having another go, this should be done so using 'Purple Polishing Pens' so that it is clear to staff and pupils where progress has been made and the learning journey that occurred.

At the end of every lesson, the learning objective receives a dash of either green or orange to show where the pupil is in line with the age-related expectations for that lesson.

	Learning objective met
	Learning objective partially met

Got-it Green!

Anything in green is something that you have done well and shows you have met the learning objective.



On-the-way Orange!

Anything in orange is something that needs polishing with a purple pen or something that might need looking at to help you reach the learning object.



If a pupil has not achieved the learning objective at all, the statement will be left blank and either a teacher comment provided or evidence that there was a follow-up support session, intervention or adapted task provided for the pupil.

Adult-led marking and feedback

'In the moment' marking

This marking approach incorporates staff providing written marking during a lesson as they are rotating the room or working with a small group. This allows pupils to get immediate feedback, correct mistakes and move on with their learning. It also allows staff to identify where whole-class misconceptions are arising so that mini-plenaries can take place, and whether there is a group of children who would benefit from additional scaffolding and support within the lesson.

Staff should follow the outlined symbols and colours for delivering 'in the moment' marking in lessons.

Remote marking

Remote marking refers to when a member of staff completes written feedback after the teaching session. This can occur on the same day or prior to the subsequent lesson.

Remote marking should be completed in a timely manner prior to the next lesson occurring so that teachers can use this formative assessment to inform and plan the subsequent lesson, assign pupils to certain focus groups and be aware of any whole-class misconceptions to address.

Where possible, remote marking would occur on the same day as completion so that keep-up interventions can take place, 'quick-fixes' for correcting minor errors can happen and judgement of attainment is most accurate due to recency bias.

Remote marking is most effective and reliable in providing an accurate judgement of attainment when 'in the moment', self or peer marking have been completed during the lesson. This is because the remote marking acts as a summary snap shot of whether the pupil has achieved that lesson's learning objective and provides an overall picture of successes and gaps in learning across the whole class.

When marking books after lessons, it is good practice to place the books into piles:

- those who did not achieve the learning objective (considered 'working below') and require lots of additional support
- those who made a few minor errors and could be considered 'expected' with a few 'quick fixes' or small amount of guidance
- those who achieved the learning objective (considered 'expected')
- those who achieved the learning objective comfortably, independently and were able to complete additional challenges and applications accurately (considered 'greater depth')

By using these piles, staff will be able to adapt their subsequent lessons, focus groups and same-day interventions appropriately.

A note of these groupings may be kept to help inform end of unit assessments.

Next step reminders

Next steps in learning will come naturally as part of the subsequent lesson and will be planned for by teachers using their formative assessment from the current lesson. Similarly 'next step challenges' will be provided in the subsequent lesson through task design or focus groups.

Instead, using 'next steps' when marking is for providing prompts/reminders of something that pupils need to focus on in the following lesson.

For example, in writing, a next step reminder might say 'joined handwriting' or show a letter that needs forming correctly, or 'topic spellings' or 'use word bank for spellings' or 'full stops' or 'capital letters'. This acts as a notification/reminder to keep on top of that skill.

Moreover, in maths, a next step reminder might be 'show your working', 'one number per square', 'use a ruler for bar models', 'use the inverse to check your answers'.

Following an extended piece of independent writing that is assessed against the writing checklists, teachers can provide a 'next step target' that is something from the checklist that the pupil needs to make a focused effort to include in their subsequent lessons and next piece of assessed writing.

Teacher comments

Teachers should not be spending excessive time writing lengthy comments at the end of pieces of work. Recognition of effort, resilience, precision, and metacognitive skills may be acknowledged to help boost pupils self-confidence and self-belief but this is not a requirement or expectation. This could be recognised through the use of stamps, stickers or awarding house points.

Focus group marking

Where an LSA has worked with an individual or small group, they should follow the marking procedures and symbols as outlined in this policy. The LSA would use the marking symbol FG for focus group or A for adult support on the work. They should also mark 'I' for independent if, during the session, the pupil transitioned to work independently or if they tried a question by themselves. This helps paint a picture of the learning for pupils in groups and illustrates the quantity of support they received.

LSAs do not need to dash the learning objective. This would be done by the class teacher after receiving handover feedback from the LSA.

Being present in a focus group or receiving adult support in a lesson does not prevent a child from meeting a learning objective. If a pupil has receive support or scaffolding to enable them to meet the objective, this will be evident through use of the marking symbols and is a sign of quality first teaching and use of adaptive teaching strategies enabling our pupils to flourish.

Responding to marking

Where something is identified as a mistake in orange and needs improving, teachers must give pupils opportunity to make edits either independently or with the support of an adult. These edits should be completed in purple pen.

Child-led marking and feedback

Self-marking

As pupils progress through the school, they will be expected to take a greater role in assessing their own work to recognise successes, identify mistakes and make corrections.

Pupils use 'Purple Polishing Pens' to do this so that it is clear to staff and pupils where work has been edited as this helps show the journey of the learner.

Around the room, pupils will find 'marking stations' where answer sheets are provided (Appendix B). Pupils will cross reference their work with the provided answers, ticking or dotting accordingly. Where they have made mistakes, pupils return to their tables to have another go (in purple pen BESIDE the original answer, not on top of it). If the answer continues to be wrong, they then check in with an adult for support. If they are successful with all their answers, a subsequent activity or 'Dive Deeper' challenge is provided.

Self-marking encourages independence and allows pupils to use metacognitive thinking skills though the process needs modelling and initially overseeing to ensure pupils are being honest, reflective and purposeful with their marking.

In some subjects, success criteria with boxes to tick beside criteria may be used as a form of self-marking. Pupils tick off (in pencil) which they think they have achieved. When adults are then marking the work, they can use orange/green to highlight the success criteria accordingly. This shows the child clearly which areas a to be worked on in the following lesson without needing any additional targets.

Peer-marking

Pupils can use purple pens to peer-mark another pupils' work. Pupils must write 'Peer marked by....' At the bottom of the work so that it is clear who has marked the work.

Peer-marking could be as simple as ticking answers when they are read out whole class or stretch to pupils reading others' working and providing comments and ideas for how they could improve.

Some suggested scaffolds for constructing peer feedback are provided in the Appendix (C).

Whole class marking

This can take the form of self or peer marking and is where the answers to an activity are read out or shared on the screen and pupils work is marked all at the same time. This provides pupils with instant feedback and allows for questions and misconceptions to be addressed immediately.

Written work (in all subjects)

Handwriting

We use Teach Handwriting as our guide for teaching letter formation and joins.

Pupils are expected to have high standards of handwriting across all subjects.

Where adults notice a child's handwriting could be improved, this is written at the end of the piece of work as a 'next step' target.

Spellings

'Sp' is written by a word to indicate to a child that they need to check and correct the spelling either by using a display board, a word mat, a buddy or a dictionary.

In Year 6, general editing prompts such as 'sp' are allowed for moderation but not specific corrections. Consequently, marking of spellings must not identify the exact error. Therefore, 'sp' will be written in the margin of Y6 pupils' work so that they must independently look through that line of work and identify the misspelt word.

If an adult provides a spelling for the child, this should be written by the adult in black pen in their book or an 'A' put next to the spelling to indicate support.

Not all incorrect spellings will be marked as this can be very demoralising for children and retract from other strengths in their writing.

- Incorrect spelling of topic words and key lesson vocabulary will be identified and the child encouraged to use word banks and displays to aid correction
- For children who are on personalised spelling interventions and are working on specific words, class teachers will identify where these are misspelt and prompt correction. It is good practice for these children to have their focus words on bookmarks or wordcards on their desk
- Where pupils frequently misspell high frequency words or common exception words, a maximum of 3 per piece will be marked.
- Corrections to spellings should be done in purple pen.

If a child misspells a correction after a second attempt, support from an adult may be given and they can write the correct spelling clearly in pen in the pupils' work. In Year 6, adults must clearly indicate where they have aided corrections as this cannot count as evidence towards writing standards.

This level of spelling marking will be upheld consistently across all written work in core and foundation subjects.

Time to correct spellings should be factored in to morning work, end of the day time, the start of the following lesson or spelling sessions.

Assessed pieces of writing

Pupils will complete one piece of extended and assessed writing, completely independently, each half term. These will be assessed against age-related writing checklists stuck in the front of their books. UKS2 may complete more than one piece a half term to ensure variety and breadth of opportunity to apply writing skills prior to moderation.

Pupils should show a skill from the criteria more than once per piece of writing to be assessed as 'age related'. If they only do it once, it does not show that they are confident in the use of that writing tool.

Time should be factored in for pupils to 'purple polish' their own writing BEFORE the teacher marks the work to show that they can improve their own writing independently.

Following the teacher marking the work, some spellings may be corrected independently but it is not necessary for teachers to mark with the intention of pupils spending lots of time editing as this would not change the writing assessment awarded. Instead, the focus of these writes is to underline in green and tick off on the criteria, age-related skills that are being demonstrated well.

6. Presentation

High standards of presentation are expected across all subjects as this is an essential part of pupils taking pride in their learning and showing respect to their work, their books and their school. Clear and consistent presentation standards helps pupils display the story of their learning and growth in confidence and independence.

Staff model and reinforce these expectations in all subjects and take time to demonstrate specific presentation expectations within lessons e.g. reminders how to draw a table or graph, specific position/area to stick an activity sheet or how to lay out note-taking in an organized way.

Expectations:

All lined books	Use of a sharp pencil for all work. Neat handwriting using the Teach Handwriting letter formation and joins. Joined handwriting is encouraged as pupils become more fluent writers and expected as pupils progress through KS2. Each piece of work starts with the date and L.O. in the top left of the page, underlined. If work finishes half way down a page, at the start of the next lesson, a line is drawn under the previous work and learning is continued on the same page so as not to waste paper. Rulers are used for underlining, drawing tables, diagrams, labels and arrows.
Dictation sessions	Dictation sessions are in the back of the book with the long date to the left and a title in the middle of 'Dictation'.
Spelling sessions	Long date to the left. Title in the middle showing which morpheme is being practiced.
Handwriting sessions	Short date on the left.
Maths book	Short date to the left. L.O. underneath. In KS2, a 2-square margin is drawn at the side of each page to help laying out answers to questions.

	1 number per square (size of square decreases as children progress through the school, in line with their handwriting progression) All written elements of maths (e.g. reasoning explanations, explaining mistakes) should be written using the lines provided. All diagrams, tables, charts, bar models and shapes are drawn in pencil.
Art	Short date and L.O. in the top left corner of the page. Pupils to draw ruler line first to enable writing along the line.
Rubbers	Use of rubbers is kept to a minimum. Where pupils are editing or correcting work, they are encouraged to put one neat line through it so that they, and their adults, can see the learning journey clearly and the progress made.
Purple Pens	Purple Pen corrections take place above or next to the mistakes, not on top of.
Doodles	Pride in presentation is demonstrated through actively asking children to erase doodles on their work.

EYFS and KS1 will have dates and learning objectives printed on stickers.

7. Inclusion and SEND

We are committed to ensuring that marking, feedback and presentation expectations are accessible, equitable and supportive for all pupils, including those with SEND. Marking and feedback must enable every child to understand their learning, recognise their successes, and make purposeful improvements. Staff use adaptive teaching strategies and reasonable adjustments to ensure that pupils with additional needs can engage meaningfully with feedback and demonstrate progress.

Reasonable Adjustments

- Alternative recording methods such as scribing, voice notes, word banks, sentence starters or scaffolded templates where writing volume is a barrier.
- Adjusted presentation expectations including larger line spacing, use of squared paper, coloured overlays, or permission to type work.
- Reduced marking load focusing on key objectives rather than every error, especially for pupils with dyslexia, processing difficulties or high anxiety.
- Personalised spelling marking aligned with intervention targets, with fewer corrections and clear prompts for high-frequency or focus words.
- Flexible use of symbols such as simplified codes or visual icons for pupils who struggle with abstract symbols.
- Chunked feedback delivered in smaller steps to avoid cognitive overload.
- Pre-teaching and over-learning to support pupils in understanding feedback before applying it independently.

Adaptive Feedback Strategies

- In-the-moment scaffolding that breaks tasks into manageable steps and models how to respond to orange dots or underlines.
- Verbal feedback prioritisation for pupils who benefit from immediate, low-load communication rather than written comments.
- Guided purple polishing where adults model how to edit beside the original answer before pupils attempt it independently.
- Use of visual prompts such as checklists, diagrams, or highlighted examples to support understanding.
- Repetition and rehearsal of feedback steps to build independence and confidence.
- Focus group marking that clearly identifies the level of support (A, FG, I) and celebrates progress towards independence.
- Emotionally safe feedback that avoids overwhelming pupils with corrections and reinforces the school's ethos that mistakes are learning opportunities.

Ensuring Equity and High Expectations

- High expectations with appropriate support so pupils with SEND can still meet learning objectives with scaffolding.
- Consistent routines that help pupils anticipate how feedback will be given and how they should respond.
- Collaboration with external agencies to ensure marking and feedback align with specialist recommendations (SALT, EP, OT).
- Communication with families to ensure parents understand how marking supports their child's needs and progress.

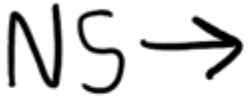
8. Monitoring and review

Subject leaders and the Learning and Development Governor committee will continuously monitor marking, feedback and presentation through scheduled book looks during the course of the year.

This policy will be reviewed on a two year basis by the Headteacher and Learning and Development Committee. The next scheduled review date for this policy is August 2028

Any changes made to this policy will be communicated to all staff, governors, volunteers and parents.

9. Appendix A: Marking Symbols

Pupil corrections		Adult responses	
	Finger space		Independent
	Paragraph		Peer work
	Needs checking for meaning/work does not make sense		Adult
	Spelling		Focus Group
	Missing / incorrect punctuation		Next step target
	Capital letters		Verbal feedback given
	Missing word		



Marking Station



Made a marvellous mistake?

1. Try again
2. Spot your mistake.
3. Explain the mistake



Not sure what mistake you've made?

- Check in with an adult



Got them all right?

- Move on to the next challenge



11. Appendix C: Peer-feedback scaffolds

Tag feedback



T – tell them something you like about their work

A – ask them a question about it

G – give them some advice

Two stars and a wish

	Something you liked
	Something they did well
	An improvement / suggestion

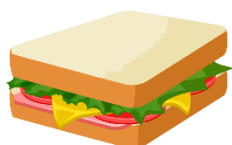
Traffic lights

	A mistake spotted or something to check
	A suggestion of how to improve the work
	Something great about the work

Ows and Wows

Ow	A mistake spotted or something to check
Wow	Something great about the work
Now	A quick edit or improvement to do immediately
Vow	Something for them to work on next time

Feedback sandwich



Something good / something they liked

Something to improve on and make 'tastier'

Something good / something they liked