

# **QUEST PRIMARY SCHOOL**

## **Marking, Feedback & Presentation Policy**

**Approved by the LGC on**

**2<sup>nd</sup> October 2025**

**To be reviewed**

**Autumn 2027**

# POLICY

This policy is written to support the teaching and learning at Quest Primary School using effective marking procedures. This is done in order to develop the children's ability to reflect upon their work, learn from making mistakes, respond to constructive criticism, take their learning forward and improve their independent learning skills.

Teachers will share the learning objective (L.O.) at the start of each lesson and will build the success criteria throughout the lesson.

**All marking must be Meaningful, Manageable and Motivating.**

**Why do we need to provide meaningful feedback?**

- To scaffold learning
- To ensure Pupil progress
- To address misconceptions
- To close the gap between where a pupil is and where a teacher wants them to be.

## Research

**The EEF released guidance on how to improve learning by teacher feedback (2021). Their recommendations were:**

- ***Lay the foundations for effective feedback –***
- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work the feedback needs to do: formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- ***Deliver appropriately timed feedback, which will move the learning forward -***
- Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject and self-regulation strategies.
- ***Plan for how pupils will receive and use feedback***
- Implement strategies that encourage learners to welcome feedback and monitor whether pupils are using it.
- ***Carefully consider how to use purposeful, and time efficient written feedback***
- ***Carefully consider how to use purposeful verbal feedback***
- Verbal methods of feedback can improve pupil attainment and maybe more time efficient when compared to some forms of written feedback.

## Aims of the Marking, Feedback & Presentation Policy:

The marking & Presentation Policy will:

- Be meaningful to pupils and teachers

- Be manageable and not impact on teacher workload
- Help to motivate pupils to make progress
- Include a range of techniques that vary according to age and subject
- Give children the opportunity to become aware of, and reflect on, their learning needs.
- Give recognition and appropriate praise for achievement.
- Result in specific time being given for children to read, reflect and respond to comments.
- Respond to individual learning needs and inform children of their next steps.

### Presentation

Presentation is developmental throughout a pupil's years at Quest Primary School.

- **All work should be neat, tidy and dated.**
- Underlining by the children will always be done with a ruler using a pencil.
- **If a mistake is made it will be crossed through with one line using a pencil and ruler.**
- Erasers can be used at the discretion of the teacher.
- Children will not be allowed to draw or doodle over the covers of exercise books or folders.
- Books should be neatly named or labelled written with the full name/class/subject.
- A progressive handwriting programme is followed from Nursery upwards, whereby children progress to using a cursive fluent script.
- **Adults written comments and modelled writing within the classroom should be neat, have legible handwriting with correct use of grammar, punctuation and spelling.**

### Marking and Feedback in Action

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching.
2. Summary feedback - at the end of a lesson / task.
3. Next session feed forward – further teaching enabling the children to identify and improve areas for development identified by the teacher upon review of work after a previous lesson had finished.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the curriculum focus.

### Immediate and Summative Feedback / Feed Forward for Writing

At Quest Primary we believe that feedback to children is most effective when it takes place in a timely and purposeful way. We follow the feedback stages above.

- Class Teachers look through pupils' books, either as part of the lesson or after, to **note down general class misconceptions and errors** e.g. spellings, letter formation or SPAG. They then use this information to make a feedback slide which is used before English lessons, where relevant.
- From Reception to Year 2, immediate verbal and written feedback will take place. Written feedback will focus on misconceptions and errors with adults using a green pen. Spelling corrections will focus on the Common Exception Words and correct one main spelling throughout children's writing. In Yr 1 – 2, COPS editing cards (Capitalisation, Organisation, Punctuation and Spelling) are used weekly and modelled by the adults to support addressing misconceptions and errors.
- In KS2 (from Summer term – Year 2), pupils edit their own work in line with the COPS cards. Pupils use a green pen to edit. Immediate verbal and written feedback will take place as above.
- Using the misconceptions noted from looking at children's books, class teachers will then alter any planning and tasks to **reflect the misconceptions/ errors, in readiness for the next session**. Picking up both whole-class and individual pupil needs promptly, ensuring that next steps are always informed by

informal assessment and will be meaningful, thereby having the greatest impact and allowing children to make better progress.

We believe this is integral to a child's achievement. Evidence of the impact of feedforward marking will be seen in the children's work moving forward and their confidence to apply new learning and skills to future work independently.

### **Summative feedback (English Final Outcome Writing Assessment)**

The final outcome writing assessment takes place at the end of a Literacy Tree unit. Teachers will mark the final assessment in more detail using pink and green highlighters, as well as assessing to the writing moderation sheets. Common misconceptions and errors are incorporated into the next units planning.

### **FURTHER GUIDANCE**

#### **Maths**

- In KS1, adults mark correct calculations using a pink highlighter and dot wrong answers using a green highlighter (no more than three). Number formation is modelled correctly by adults using a green pen.
- Children in KS2 may mark their own work overseen by the teacher.

#### **Foundation Subjects including Science**

In the penultimate week of the unit, the teacher will carry out the Ready to Progress assessment on what has been learnt. In the final week of the unit, any misconceptions will be addressed. Ready to Progress sheets can be scribed by an adult, where relevant and then be stuck into books.

#### **Monitoring & Evaluation of Marking, Feedback and Presentation.**

In order to maintain and promote consistency of high standards in marking & presentation in the school, regular monitoring and evaluation of pupils' books will take place by curriculum leaders.