

Presentation, Marking and Feedback Policy

At Christ Church CE Academy, feedback is viewed as an integral part of effective teaching and learning. The purpose of feedback is to move learning forward by identifying misconceptions, addressing errors and supporting pupils to improve their understanding and application of knowledge.

Purpose of the policy

The purpose of this policy is to:

- create a consistent approach for marking and feedback across the school;
- help staff, pupils and parents/carers to know what to expect regarding marking and feedback;
- ensure that marking and feedback adds value and justifies the time and effort spent on it by staff;
- outline roles and responsibilities regarding completing, monitoring and responding to marking and feedback;
- take into consideration suggestions and guidelines from the Department for Education and professional bodies;
- describe the support in place for staff to ensure they understand the expectations regarding marking and feedback
- and feel supported to meet these;
- clarify the school's approach to specific aspects of marking and feedback.

Definitions of marking and feedback

It is important to have a clear understanding of what marking and feedback are.

Marking is the routine activity of reading, checking and correcting a pupil's work.

Feedback offers more detailed advice and guidance to pupils to help them in developing their knowledge, skills and understanding.

Effective feedback should be:

- clear and specific (e.g. rather than just saying 'good', effective feedback explains why it is good);
- understandable and worded in a way that the pupil can comprehend;
- positive and encouraging, even when suggestions for improvement are being made;
- comparative (e.g. explaining what the pupil is doing now compared to what they have done before);
- constructive by making it clear to pupils how to improve further in the future.

Feedback can take the form of spoken and written responses, peer marking and self-assessments. Pupils need to be given time to process and reflect on feedback as well as opportunities to act upon this.

What is the purpose of marking and feedback?

At Christ Church C of E Academy, we are committed to ensuring that our staff put time and energy into activities that have the greatest value for our pupils. Marking and feedback can be time-consuming and we want to ensure that this investment is worthwhile and does not impact on staff being able to complete other important aspects of their role effectively. Teachers will use a range of feedback approaches, including verbal feedback, live feedback, whole-class feedback, self-assessment, peer assessment and written feedback, as appropriate to the age of pupils, subject content and learning context. Professional judgement should determine the most effective form of feedback.

Feedback practices are underpinned by the following principles:

- Teachers regularly check pupils' understanding and use assessment information to identify and address misconceptions promptly.
- Feedback focuses on improving pupils' learning rather than generating evidence of teacher compliance.
- Pupils are provided with opportunities to respond to feedback and improve their work where this will enhance learning.
- The frequency, format and quantity of feedback may vary between subjects, classes and phases.
- Verbal feedback is recognised as an effective form of feedback and does not require a written record.

- Feedback practices should be manageable, meaningful and motivating, avoiding unnecessary workload for staff.

Marking and feedback are valuable because they can:

- motivate the pupil
- help staff to identify and address misconceptions and gaps in knowledge
- offer pupils specific direction about how to improve their work
- reinforce important skills or information
- deepen a pupil's knowledge
- provide important information for assessments
- help pupils to understand next steps
- acknowledge the work that a pupil has done, valuing their efforts and achievement and celebrating progress
- inform future planning

Roles and responsibilities

Everyone within our school community has a responsibility for maintaining high educational standards. Ensuring that pupils receive timely feedback about their work and how to improve on it is part of this.

The governing body is responsible for:

- reviewing and approving the marking and feedback policy
- ensuring that the policy is reviewed regularly and that staff workload is taken into consideration
- monitoring the effectiveness of the policy and suggesting changes, where appropriate
- holding senior leaders to account for the effective implementation of the policy

The headteacher and senior leaders are responsible for:

- ensuring that approaches to marking and feedback justify the time and effort put in by staff
- ensuring that staff receive adequate training to ensure that marking and feedback is useful and effective
- monitoring how effectively staff are implementing this policy
- ensuring that individual staff receive the support that they need to deliver effective marking and feedback
- being aware of staff workload and ensuring that expectations around marking and feedback take other pressures and time commitments into consideration

Staff are responsible for:

- implementing this marking and feedback policy consistently
- ensuring that marking and feedback is completed in a timely manner so that pupils can respond to this quickly
- ensuring that marking and feedback is delivered sensitively and in a manner that is appropriate to the pupil's age, level of understanding and ability
- ensuring that pupils feel that they can ask for additional advice and guidance if they need this
- checking that pupils have understood any feedback that has been given and supporting them to act upon this
- being aware of their own areas for professional development and seeking additional support if this is needed

Pupils are responsible for:

- reflecting on any feedback given and acting upon this
- taking responsibility for their own development and progress
- communicating concerns or issues that they have regarding their work or any feedback given to a member of staff

Agreed approaches to marking and feedback

At Christ Church C of E Academy, we have expectations and systems in place to ensure that marking and feedback is both valuable to pupils and feasible for staff. Marking and feedback should be meaningful, manageable and motivating.

The agreed systems and expectations in place for marking and feedback are as follows:

Any correction/edits should be made as soon as possible after the work has been completed. Pupils must be given time to read and self-assess and make corrections after an adult has looked at their work. It may be possible, in some instances, for this to happen within the same lesson, otherwise, time should be given at the start of the next.

A yellow highlighter should be used to highlight successful use of grammar, punctuation or spelling that is linked to the learning objective or within year group curriculum expectations. The learning objective should be highlighted in yellow to show that it has been met.

Teachers should use a black pen to identify any areas for improvement as follows:

Code	Meaning
•	Punctuation error (including capital letters)
↓	Finger space is missing
Were <u>was</u>	Year 1 and 2 children or any children working significantly below age related expectation Grammatical errors to be underlined and corrected by the adult.
G <u>was</u>	Grammatical error to be underlined with the G symbol above the word (year 3 and 4 children and any year 5 or 6 needing additional support) Grammatical error underlined for year 5 and 6 children working at expected.
Sp <u>Whent</u>	A maximum of 3 spellings to be underlined with the sp symbol above. In year 1, adults will write the correct spellings below the piece of work and the child will then correct the spellings within their work. In years 2 – 6, children will correct their spellings independently. For those who are unable to do this, adults will write the correct spelling beneath the piece of work and the child will then correct them within their work.
^	A word or phrase is missing
<u>Abc</u>	Handwriting is not neat/sitting on the line
VF	Verbal feedback given
WS	Written next to LO for support throughout. Written next to sections of work for support in that section.
Supply	Written at the top of the page when a supply teacher has delivered the lesson
Absent	Written at the top of the page when a child has been absent for part or the whole of the lesson

Where there has been incorrect formation of letters, the teacher should correctly model this below the piece of work and the children should use green pen to practise.

In maths, correct answers will be highlighted in yellow and corrections underlined. The learning objective should be highlighted if sufficiently met. Where there has been incorrect formation of a number, the teacher should correctly model this below the piece of work and the child should use a green pen to practise. Information regarding verbal feedback, support given, supply and absence should be highlighted as per the above table.

In all other subjects, **key vocabulary** and information linked to the learning objective should be highlighted in yellow. The learning objective should be highlighted in yellow to show that it has been sufficiently met **and non-negotiable basic punctuation and spelling linked to the year group's writing requirements** should be highlighted as per the above table. Any other prompt for improvement may be given. Information regarding verbal feedback, support given, supply and absence should be highlighted as per the above table. Pupils should spell **curriculum-specific vocabulary** correctly; errors should be identified and addressed through marking.

Appendix 2 Spelling and Punctuation expectations

Presentation

To ensure that we have high quality work to mark and feedback on the following are expectations for books;

Short date and learning intention, 'Can I' should be written at the top of each piece of learning. Early Years, Year 1 and Year 2 this should be typed / written by an adult. Year 2 pupils should aim to be writing this and underlining by themselves by the end of the year. **Long date** should be used in the English Books.

Years 3-6, pupils to write and underline the date and learning intention.

Any worksheets will be trimmed and stuck in by an adult until the end of Year 3. Then pupils need training to do this neatly, ensuring that sheets are straight and not overhanging the page or covering the learning intention.

Pupils to write using a pencil and have the choice to write using a pen from Year 5 onwards. When using a pen, this should be in blue ink only.

Pupils to be given clear expectations regarding correct posture when sitting at their table, correct formation of letters and numbers and neat corrections. Crossing out should be done using a ruler and should be a strike through the incorrect part of the word, phrase or punctuation.

Appendix 1 -presentation expectations

Staff induction and training

We recognise that in order to facilitate effective marking and feedback, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on this policy and approaches to marking and feedback during the induction process and regularly thereafter. If the school's general approach to marking and feedback changes, senior leaders will ensure that an appropriate amount of time is allocated to this in the school's CPD calendar.

Managing workload

The quantity of marking and feedback should not be confused with the quality. We strive to adopt a balanced approach to marking and feedback, taking into account the benefits to pupils and balancing this with the need to manage staff workload effectively.

By managing the time that staff spend on marking and feedback, we will enable staff to have sufficient time to complete other important professional tasks which will benefit our pupils. Equally, by clarifying our expectations around marking

and feedback, we will ensure that staff do not miss important opportunities to offer timely and specific feedback to pupils which will enable them to progress academically.

Support for individual staff

If an individual member of staff is struggling with marking and feedback, they will be given support with this. The approach taken will be determined by the needs of the member of staff but could include additional training or one-to-one coaching/mentoring. If staff feel that they need any additional support with marking and feedback, they should approach their line manager to request this.

Checks of feedback and marking is undertaken by subject leads half termly to identify areas of need around consistency of implementation.

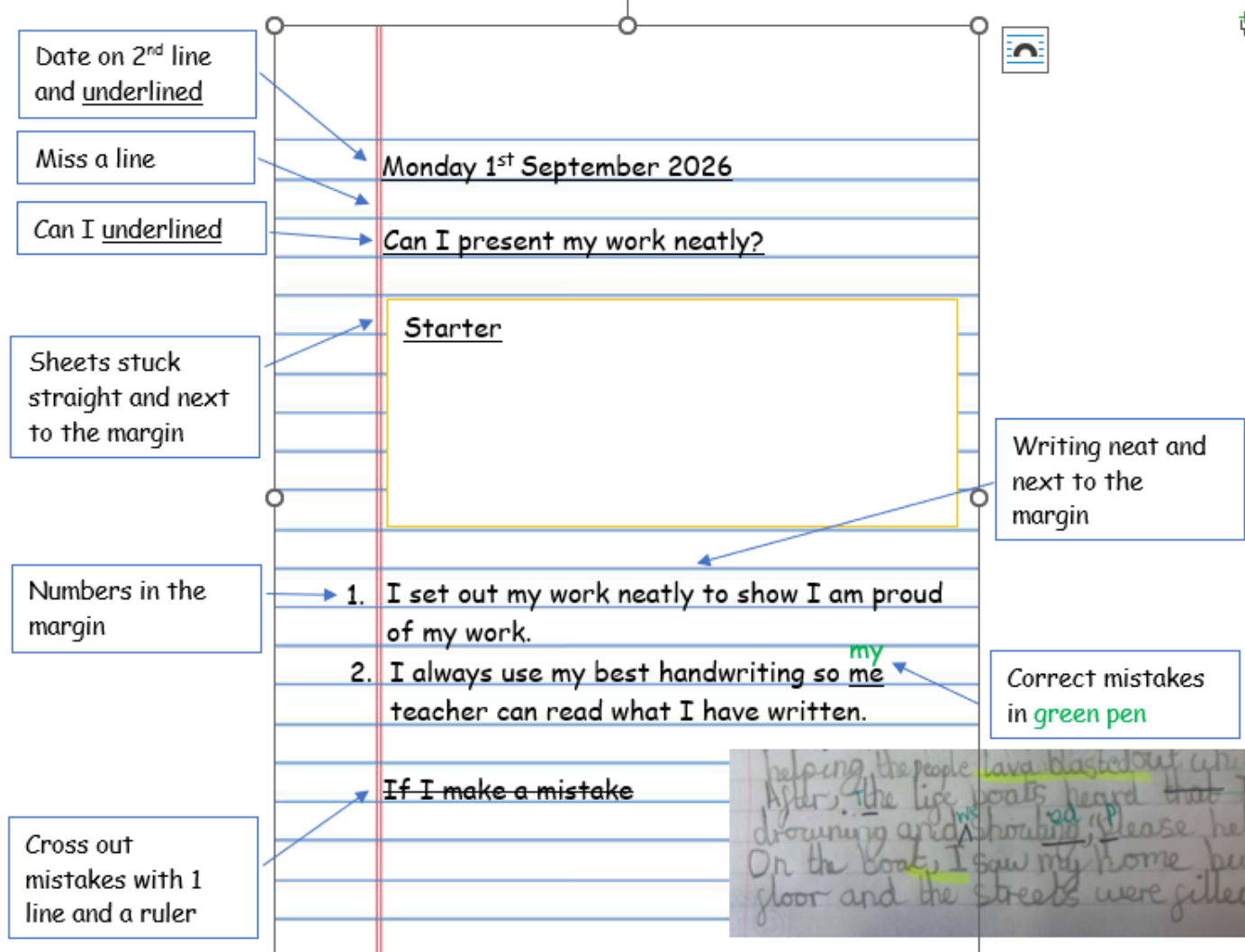
Communicating the policy

It is important that every member of the school community understands the school's approach to marking and feedback. This will help to ensure that expectations are consistent across the whole school. We will therefore take steps to communicate this policy to all stakeholders in a variety of different ways.

This policy will be published on the school's website and paper copies will be made available upon request. Staff will receive training on implementing the policy during their induction and then at relevant intervals thereafter. Pupils and their parents/carers will be given relevant information about the school's approach to marking and feedback at information events and open evenings and children will be given time at the beginning of the academic year to familiarise themselves with expectations regarding checking their own work and responding effectively to the teacher's feedback.

Appendix 1

Christ Church CE Academy English and Curriculum Presentation Layout Expectations



The diagram illustrates the presentation layout expectations for a handwriting sheet. It shows a sheet of lined paper with a red margin line on the left and a blue margin line on the right. The layout includes a date on the 2nd line, a starter box, and two numbered sentences. Annotations point to specific features:

- Date on 2nd line and underlined:** Points to "Monday 1st September 2026".
- Miss a line:** Points to the line between the date and the first sentence.
- Can I underlined:** Points to "Can I present my work neatly?".
- Starter:** Points to the box containing the word "Starter".
- Sheets stuck straight and next to the margin:** Points to the left margin.
- Writing neat and next to the margin:** Points to the right margin.
- Numbers in the margin:** Points to the numbers "1." and "2." in the left margin.
- Correct mistakes in green pen:** Points to the word "my" in the second sentence.
- Cross out mistakes with 1 line and a ruler:** Points to the underlined sentence "If I make a mistake".

An inset image shows a sample of handwriting with corrections in green pen and a ruler used to cross out mistakes.

Marking Codes

Yellow - Evidence of Can I

•	Missing punctuation
Abc	Handwriting is not neat
Sp	Spelling mistake
G	Grammar mistake
^	Missing word
//	New paragraph
↓	Finger space needed

Christ Church CE Academy Maths
Presentation Layout Expectations

Monday 1st September 2026

Can I present my work neatly?

1. 2, 3, 4, 5, 6

2.

I set my work out correctly to show pride in my work.

I always take pride in my presentation.

This is how to write fractions correctly.

The numerator in one square

$\frac{1}{2}$ $\frac{3}{8}$

The denominator in the one below

$2\frac{5}{6}$

A mixed number should be shown like this

Date on 2nd line and underlined

Miss a line

Can I underlined

Each digit lives in its own square

DO NOT put a letter in each square

Respond to feedback in green pen

Lines drawn with ruler

Mistakes are crossed out with a ruler

Appendix 2

Common exception words

Year 1 - a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your

Year 2 - after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

Statutory words

Year 3/ 4

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, important, increase, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Year 5/6

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience,* conscious,* controversy, convenience, correspond, criticise, (critic + ise) curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment) especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

Punctuation taught at key stage 1

punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, capital letter for names of people, places, the days of the week, and the personal pronoun 'I', commas for lists, apostrophe for contraction, apostrophe for possession of singular nouns

Punctuation taught at key stage 2

using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses