



Faith is all around us.  
 We have to have faith in ourselves in order to be the best that we can be.  
 We are a small school, with big hearts and together we beat as one.  
 Sowing seeds of knowledge and faith, with nurture and love  
 We thrive, we grow.

## WISTOW PAROCHIAL CE PRIMARY SCHOOL

Head Teacher: Carla Cox

### Presentation, Feedback and Marking Policy

Document Status		
Date of Next Review	<b>May 2026</b>	<b>Responsibility – Full Governing Body</b>
Date of Policy Creation	<b>February 2018</b>	Responsible Governor Name
Date of Review and Ratification at FGB Meeting	<b>May 2025</b>	<b>Andy Kehoe</b>
<b>Policy Publication/Communication</b> <input checked="" type="checkbox"/> On the school website <input checked="" type="checkbox"/> Shared staff network drive <input checked="" type="checkbox"/> Updates to staff in staff meetings		<i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i>

At Wistow Parochial Primary School we believe that effective marking will contribute to the continuous drive to improve assessment for learning across the whole school for all pupils.

We all make mistakes and as a school, we strive to instill a growth mindset to ensure that our pupils learn and grow in all areas and that marking and feedback supports effective learning and increased confidence for all.

The marking of all work is a very important part of the development of children in all areas of their learning and therefore should be used in conjunction with constructive verbal feedback during lessons.

Marking should be consistent across the school and be age appropriate to the children.

Marking should be completed by the person delivering the lesson followed by feedback to the class teacher if appropriate.

Marking and feedback should be a positive dialogue that takes place between the child and the teacher, ideally whilst the task is still being completed. The written marking should reflect the verbal feedback given during the lesson – especially within EYFS and KS1.

## **Aims and Objectives of Marking**

We mark children's work and give feedback in order to:

- Provide the children with a sense of value for what they have done in order for them to feel that their effort has been acknowledged.
- Support a growth mindset in their learning journey.
- Show if they have achieved their lesson's objective.
- Boost and encourage their self-esteem and raise their aspirations through praise and encouragement.
- Provide children with constructive feedback that will enable them to understand what they have done well, where they have gone wrong and how they can improve for future learning.
- Promote self-assessment and peer assessment to provide the children with the opportunity to accept guidance and support from their peers.
- To support editing and up-leveling of their work during class time.
- Relate to the child's targets so that they know where they need to aim for next.
- Provide knowledge to the teacher of the child's understanding and misconceptions.
- Provide a basis for summative and formative assessment.
- Provide ongoing assessment that will inform future planning.
- Provide children with extensions and challenge, to use and apply skills and knowledge acquired in the lessons and develop their learning further.

### **The following questions must be considered when marking work:**

- Can the child read and understand all written comments?  
  
(For children in the lower part of the school the comments should reflect the verbal feedback already given to the child at the time)
- Is the child given time to reflect on the comments and ask questions to clarify meaning?
- Is the child given appropriate time to respond to written comments in order to make the improvements to their work?
- Can the child verbally explain how well they have done in a piece of work and say what they need to do in order to improve?
- Has the child been given the opportunity of self or peer assessment prior to completion? (This should be followed when appropriate by teacher marking.)

- Does the marking provide the children with a meaningful positive comment of what they have done well as well as a comment as to how they can improve their work? Sometimes a question posed will lead to further investigation – is this time given to the child.
- Can the work be marked in consultation with the child if at all possible, or soon after the work is completed, when it will be given to a child for discussion?
- Are common misconceptions across the class addressed in future planning?
- Does marking refer to the child's individual / class targets?
- Does self / peer marking enable the child to think about whether targets / objectives have been met?
- Does the marking offer challenge at a level appropriate to the learner?

### **Wistow Primary School's Guide to Marking**

As a team of staff we have discussed and decided upon a set of symbols that will be used as part of the marking scheme in order to support and develop the children in each class.

As a staff we agreed collectively on a simple marking code to be accessed and understood by all children within school in order to support and develop the children in each class. Every learning area has the code displayed and everyone follows this to ensure clarity and continuity across school.

The children will be made aware of these symbols in order to support their understanding of their next steps in development. They will also have the opportunity at times to use these when they peer mark and assess each other's work.

#### **Written Work**

The children will be given time at the start of each day/lesson to check their work and marking and to respond accordingly. This is the time where improvements can be made, as well as lessons. Common word spelling errors should be corrected and noted by staff to ensure this is continually picked up on and practiced until secure in the correct spelling. Spelling mistakes are identified in a variety of ways depending upon year group and ability. Some words are given, if needed, where-as further up the school, the children are encouraged to find and correct their own spellings. Spelling corrections if given by the teacher need to be copied in the margin 1-3x depending upon year group.

As part of the Read Write Inc. scheme within school, the RWI marking scheme for spelling is used, with individual ticks for each sound to celebrate successes and identify areas for development. Children are encouraged in these sessions to redo mistakes and given support and feedback on how to get it right and improve.

### **Maths work**

The children from Year 2 upwards. will be given time to review marking and correct any errors prior to the new Maths lesson or at the end of a lesson.

Reception and Year 1 children will be given opportunities to correct errors with guidance from the teacher.

Children who do not have errors to correct, will use this opportunity to deepen their knowledge through “mastery” challenges that will extend skills and application of knowledge.

### **Presentation**

High expectations is something that all children should have of themselves and their work. They should care for their books and never doodle or draw upon the covers or pages inside.

Every piece of work will have a date, title and learning objective written at the start, making it clear what the task and purpose is. These will all be underlined using a ruler, with one straight line and presented to the best of each child’s abilities.

For example:

Monday 12<sup>th</sup> January

The Lion

LO: To write a poem using similes to describe the king of the jungle.


Some children may have support with the long date and learning objective, or it may be pre-prepared to save learning time. We aim for Year 2 and above to be writing the date, title and learning objectives independently, unless to save time within the lesson, we print a slip/sheet with it on.

For English, we use Pathways to Write and have an agreed presentation format for all classes to use, to show date, book focus and learning objectives. This is the same across the whole school and supports children’s understanding of the learning within the session and what they are hoping to achieve. Twinkle cursive font will be used and the year groups will be written on the slip, to show differentiated outcomes for different pupils. The

children/teacher will also mark on the work if it was completed independently, with support, in a group or in pairs, by ticking the appropriate circle.

<b>Pathway</b>	<b>Monday 27th January</b>	<input type="radio"/> I <input type="radio"/> S <input type="radio"/> G <input type="radio"/> P
	<u>The Selfish Giant</u>	
<u>Year 5</u>		
<ul style="list-style-type: none"><li>To use commas between a main and subordinate clause</li><li>To write a letter in the first person in role as the giant</li></ul>		

<b>Pathway</b>	<b>Monday 27th January</b>	<input type="radio"/> I <input type="radio"/> S <input type="radio"/> G <input type="radio"/> P
	<u>The Selfish Giant</u>	
<u>Year 6</u>		
<ul style="list-style-type: none"><li>To use semi-colons to mark boundaries between clauses</li><li>To write a letter in the first person in role as the giant</li></ul>		

In Maths, the short date will be used in all year groups but the title and learning objective expectation remains the same.

From year 2, children are expected to be writing using cursive joined script. This will be supported by handwriting sessions across school to ensure correct joins and letter formations. Children who work in pencil can rub out mistakes that have not been marked carefully, whereas children who are working in pen must draw one straight line through the error. Under no circumstances will the errors be scribbled out.

In Math's books children are expected to use a box per digit, but as they move further up the school they will be able to identify space needed for numbers and use common sense.

When up-leveling their work or doing corrections, the children will work in green pen to show the improvement clearly to themselves and others. They must not rub out or cross out errors, they must show corrections next to or at the end of the piece of work.

At all times we encourage children to be the best that they can be and do the best that they can do. In modelling, setting and encouraging high expectations the teachers will do their best to ensure that every child succeeds to the best of their ability and produces the highest standard of work that they possibly can.

Parents are made aware of these expectations and asked to support the school and work with us in promoting high expectations and positive outcomes for all.