Himbleton CE Primary School and Nursery

Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love…the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Marking, Feedback and Presentation Policy
2026 – 2027

September 2026

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Statement of Intent

At Himbleton CE Primary School and Nursery, we will take an evidence-based approach to the task of assessing children's learning and giving feedback on it. All children are entitled to regular and specific feedback on their learning. Therefore, all teachers will acknowledge completed work and give feedback as an essential part of the learning process.

Feedback is most effective when it is given during or immediately after an activity, involves the child and allows a dialogue to take place. It should identify positive aspects which demonstrate the child's understanding of the learning objective, but it should also challenge children to move their learning on through making improvements. We have used these principles to underpin our approach to marking and effective feedback.

'Marking and Feedback should serve a single purpose – to advance pupil progress and outcomes.'

We mark children's learning and offer feedback in order to achieve the following outcomes in different contexts:

- show that we value the children's effort in learning, and encourage them to value it too;
- boost children's self-esteem and raise aspirations through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give children a clear general picture of how far they have come in their learning, and how they can improve their learning in the future;
- offer specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby children recognise challenges within their learning, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding and identify any misconceptions;
- ensure that incorrect basic letter formation/handwriting and common exception words are addressed;
- provide a basis both for summative and formative assessment;
- provide the ongoing assessment that should inform future lesson-planning.

Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with recognition of the effort made by the child;
- Marking and feedback is the dialogue that takes place between teacher and child, ideally while the learning is still being completed;
- Feedback should always relate to the lesson objective and increasingly, the child's own personal learning targets;

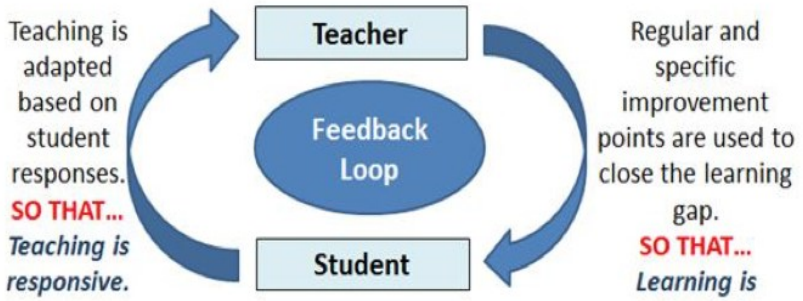
- Marking and feedback can be delivered in a variety of styles. *E.g. live impact marking, live verbal feedback during the lesson, acknowledgement marking, peer marking, self-review or detailed marking when necessary;*
- The impact of live marking should be immediately evident and move children's learning forward;
- Marking and feedback will always be carried out promptly and will normally be completed before the next lesson in that area of learning;
- If detailed marking is used then the child must be able to read and respond to any comments made and be given time to do so, including responses to the correction of letter formation/handwriting or common exception words. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. We will endeavour to use the same language and shorthand symbols throughout the school to ensure continuity (see Appendix 1);
- Formative feedback should be differentiated, based on the needs of the learner. Therefore, comments made will vary according to children's age and stage;
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This could include sharing the learning objectives and success criteria to ensure children understand the knowledge and skills they are embedding;
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and instant;
- Feedback may also be given by a Teaching Assistant or through peer review;
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets;
- Teachers will note errors that are made by many children and use them to inform future planning;
- In KS2, children should read feedback and respond accordingly. Ensuring that pupils do something with the feedback, whether through editing or redrafting work, finding and correcting errors, discussing the feedback as a class, or other activities, will help to close the 'feedback loop'.
- Comments will focus on only one or two key areas for improvement at any one time;
- Teachers' comments will give children opportunities to think harder, make choices and explain and justify their reasoning;
- Teachers will try to provide live impact marking to help children reflect on their learning within the lesson. Live impact marking will utilise the marking and feedback symbols to ensure consistency and does not require a verbal feedback stamp or 'VF' as the feedback will be evident with the use of pens and symbols in the child's work;
- Teachers need to consider how to provide and facilitate timely feedback. Verbal feedback will be noted using a verbal feedback stamp or VF. For verbal feedback to be effective, sufficient mutual trust must be established.

Teachers understand that:

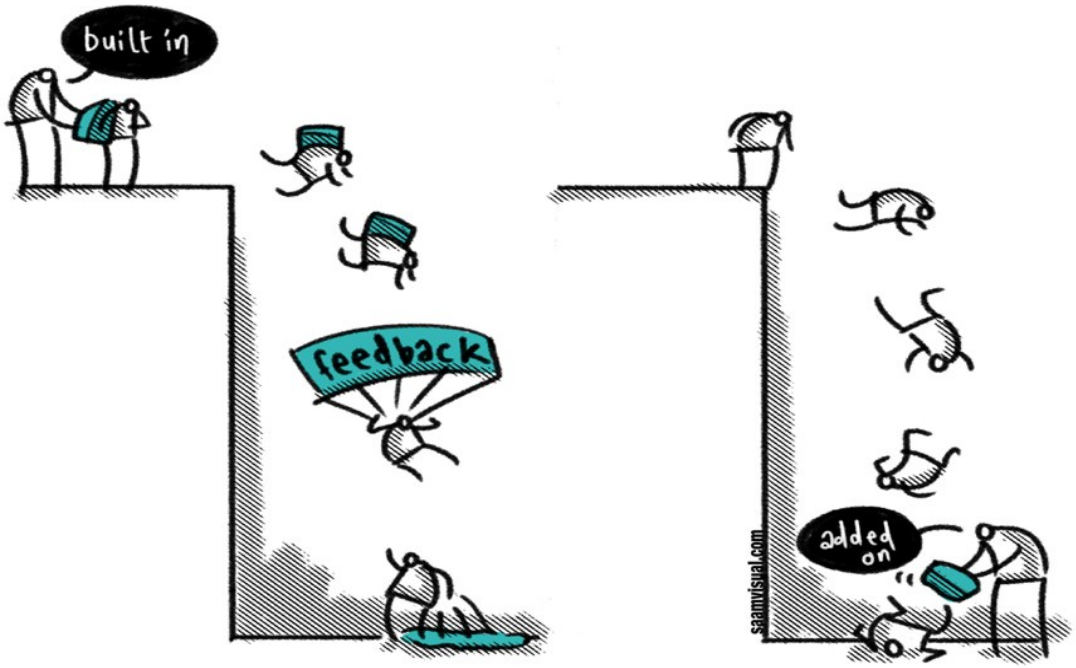
Feedback is part of responsive teaching

Feedback

Information supplied to the learner which helps them to close the gap between where they are now and where they are trying to get to.



Build it in, don't bolt it on



Implementing the Marking Policy

All pieces of work within books across the curriculum, including photographic evidence, should have the date and clear learning objective which can either be written by the children or printed using the agreed handwriting format (KS1 onwards) or in print (EYFS).

During the lesson input, and where appropriate, children will be made aware of/help create the success criteria for that lesson. This success criteria will be displayed so that the children can refer to it when completing their learning. Sometimes, this will be in a child's books for children to use as peer or self-assessment.

To ensure feedback is effective, teachers will need to plan opportunities throughout lessons which require children to think hard, make choices and explain and justify these. Teachers need to **select when and how best to** show them ways to improve their thinking and model the language to support them to do this, giving them the opportunity to refine and practise.

Throughout lessons, the teacher will give **live feedback** to children working independently and within groups. From the teacher's questioning and feedback children will have opportunities to 'think harder' about their learning.

It is sometimes helpful to know whether a child has completed their learning with support or independently. On some key pieces of learning, stampers or written comments may be used to indicate '**I**ndependent, **T**eacher support or **TA** support'.

Ticks are used when learning is correct, and a dot or circle where errors have been made. Some incorrect spellings are underlined or noted with '**sp**' written in the margin. According to a child's ability, the correct spelling may be given or the child will be asked to find the correct spelling during improvement time - dedicated time will be given in lessons for pupils to read and reflect on feedback.

In all year groups, the learning objective is ticked once, twice or highlighted to evidence how secure each child is in their learning.

In order to ensure further consistency across the school, specific coloured pens and highlighters will be used for different purposes:

'Green for great, pink for think and purple for polish'

A green pen or highlighter will be used to tick or identify aspects of work that are correct or satisfy the success criteria or learning objective for the task. A pink pen or highlighter will be used to identify corrections or areas for a child to reflect upon in order to improve their work. A purple pen will be used for editing, self-assessment or to make improvements to their own work based on feedback.

Expectations for Presentation

Writing Expectations

- Children in Reception, Year 1 and Year 2 should write in pencil to ensure that foundational skills and knowledge are secure and established.
- Children in Key Stage 2 should only write in pen in formal books if they are able to form all their letters and joins correctly. However, other opportunities for children to write in pen will be

provided for those pupils not yet writing formally with pen so that they can practice this skill and become accustomed to using a pen.
- Children who write with pen should be identified when teachers pass up information to the next class.
- In their maths work, children must **ONLY** use pencil, including for editing and correcting their work.

Presentation

When writing the date at the start of a piece of work, it should be on the left to ensure that children have enough space to write the date in full. The long date should be used in all subjects except for maths where the short date should be written. The short date can also be used for morning tasks, handwriting books and spelling books. Writing the date on the right hand side should be taught discretely during the letter writing sequence of learning only.

Every piece of work should have the date and a title linked to the objective; this can be in the form of an ***'LO:'* statement** as identified on the planning document, ***linked to children will know that and children will learn how*** (e.g. *LO: Add and subtract fractions with the same denominator*). This should be under the date to emphasise to the child the learning objective and key skill they are developing within that lesson. In the case of humanities subjects (History or Geography), the 'LO' should be written underneath the date and subject heading, as below:

Monday 24th February 2026
Geography
LO: Describe the physical or human features of a mountain range.

The date and learning objective should be underlined in pencil even if the child is writing in pen to prevent smudging.

A date and learning objective can be presented on a piece of work in one of two ways:

1. A header at the top of the page (usually a slip stuck neatly and straight at the top of the page or at the top of a worksheet), ensuring that this does not exceed the width of the page.
2. Handwritten date and learning objective (as mentioned above)

For sustainability reasons, as well as to reduce staff workload, It is important that teachers try to reduce the amount of 'paper on paper' in children's books. This can be done by planning a balance of activities within a sequence of learning for different subjects. As much as possible, pupils must be provided with opportunities to write in their books, both on lines and squares, so that they have opportunities to practice their presentation.

Any worksheets or resources stuck into books must be straight and level and not exceed the width of the page. If this is the child's responsibility, they must be taught how to do this.

The presentation should be consistent across all subjects and books following the above guidance.

Monitoring of Marking and Feedback

There are a number of ways in which marking and feedback can be monitored and this is particularly useful when evaluating a subject area for impact:

Pupil Voice

Ask pupils questions about:

- How they know how well they are doing;
- How helpful they find teacher feedback, both written and oral;
- How they know what to do to improve;
- How they respond to their teachers' comments and how frequently they do this;
- Which comments they find most/least helpful.

Checking Corrections

Children's work can be scrutinised to see how well teachers' written and oral feedback is used by children to improve their knowledge, understanding and skills. This may include corrections and improvements made by the children, which are particularly useful when assessing improvements in all areas of the curriculum.

It is important to ensure that all corrections have been actioned to ensure the same mistakes are not repeated.

Alternatively, it is useful to determine whether the mistakes are minor and caused by rushing. This could mean that pupils know what to do but need to learn strategies to check work before moving on.

Checking against written and spoken advice

When giving advice, teachers should draw on their understanding of meta-cognition and development of self-scaffolding to identify which approach is needed e.g. cluing, prompting or modelling.

Written and spoken advice from teachers is different to corrections, and observers may also want to check whether children's learning is being moved on by them following teachers' advice.

Teachers' advice often takes the form of a simple next step, such as using capital letters, paragraphs or a wider range of connectives in the next piece of writing. They are not targets, but state how the work could be improved.

The children's very next piece of work should be checked to determine whether the child has acted on the advice. Spoken advice needs a more immediate response, as the teacher and child will have no record of it. It should be used in a lesson. The observer can check that the advice is followed in the same lesson.

Teacher Workload Guidance

It is expected that teachers manage their own workload effectively through the use of careful planning and marking. There is no 'one-size-fits-all' approach. Whilst there must be a core and consistent approach as a school, which is detailed in this policy, we trust teachers to focus on what is best for their children's circumstances.

Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden. Marking should be **meaningful, manageable** and **motivating** - the **quantity** of feedback should not be confused with the **quality**. The quality of the feedback, however given, will be evident in how a child is able to approach subsequent work.

Whole school expectations that will aid with managing workload for all staff

- ***It is expected that all pieces of work will be acknowledged*** with at least a tick or stamp and the balance of this against more detailed marking is decided by the teacher during planning.

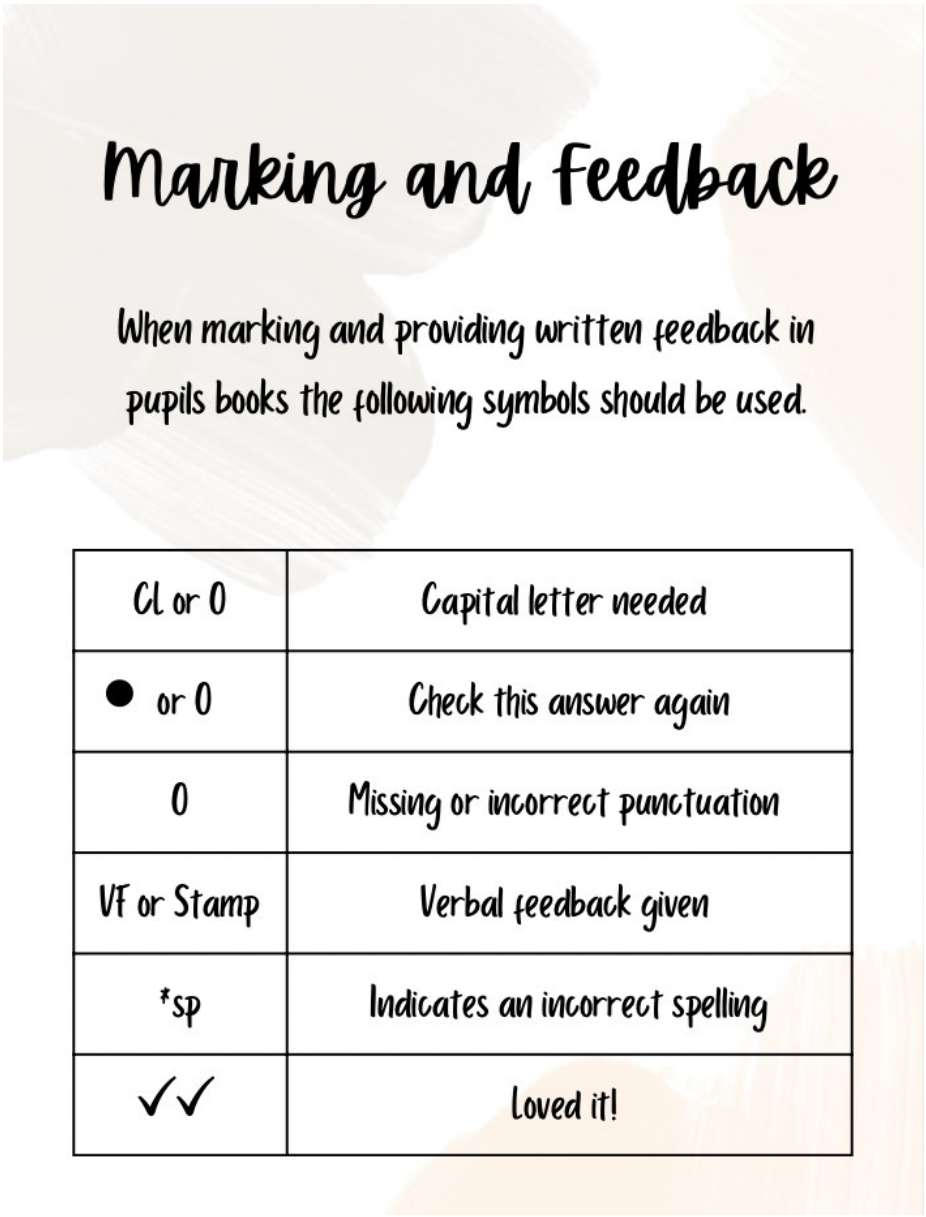
- In maths, every question/answer should be marked with a tick or dot to indicate the child's understanding and confidence towards the learning objective for the lesson.
- Dialogic (deep) marking happens because the teacher judges that this will move the child on.
- No comment rule – feedback must be specific so it moves learning forward. (eg. '*This is well chosen vocabulary because it creates intrigue*' rather than '*Good*') if not, then don't write it!
- Correctly colour-coded books are used in all years across the school to assist subject leads/ visitors in identifying sources of evidence when monitoring.

Review

- This policy will be reviewed annually by the headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2027.**

Appendix 1 – Marking and Feedback symbols



Remember

When completing live impact marking with the use of teacher pens and the symbols above, a verbal feedback stamp or symbol is not required.

Where verbal feedback is given, it is useful for the teacher's reference to write a note of what feedback was given so that you can see if a child has acted upon the advice at a later point.

Appendix 2

Marking, Feedback and Presentation SNAPSHOT

M

COLOUR CODING
(pens or highlighters)
Green = great
Pink = think
Purple = polish

GREEN (Ticks and Acknowledgements)
Pink (Corrections and Feedback)
Purple (Peer/Self marked or polished)

Marking

- All pieces of work should be acknowledged or ticked or highlighted against the LO to say whether an objective has been achieved.
- Use the correct coloured pens and highlighters for marking and feedback.
- Key spelling corrections to be identified even if 'we discussed this together' or just acknowledging work across all subjects.
- All maths questions should be marked and LO ticked.
- Live impact marking with your pen is not verbal feedback so the stamp isn't needed.

Feedback

- Balance of marking and feedback styles agreed by year team during PPA to manage workload and move learning forward. - to be identified on planning document..
- Use the agreed symbols to mark and provide feedback to move children's learning forward.
- Verbal feedback stamps should indicate the feedback given for future reference.

F

ACKNOWLEDGE ALL PIECES OF WORK.

Balance of feedback styles to be agreed by year team during planning.

P

Writing the date and LO

- Header slip stuck at the top
- Handwritten at the top
- Sticker in top right

The learning objective should be written as... LO: instead of 'I can'

Less worksheets and Canva and more opportunities for writing in books.

Presentation

- A balance of tasks/activities to be agreed during planning to limit worksheet use.
- All work to include a date and learning objective.
- Children provided with lots of opportunities to write on lines and squares in their books to improve presentation.
- Children will work towards consistent letter formation and spacing as well as a neat joined style in KS2.
- The date will be written on the left hand side to allow enough space.
- Date and learning objective underlined with a pencil and ruler.

Appendix 3 – EEF Guidance

Education Endowment Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations