

# St. John's C.E. Primary School



## St. John's Vision statement

*Shine like stars*

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

**Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16**

## **Marking, Feedback and Presentation Policy**

Reviewed: January 2026

Future Review: July 2027

### **The purpose of this policy is to:**

- create a consistent approach for marking and feedback across our 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
- clarify the school's approach to specific aspects of marking and feedback

At St John's we believe that the most effective way to help children make excellent progress is to offer quality-first teaching and robust feedback on their learning.

### **Definitions of marking and feedback**

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

**Marking** is the routine process of reading, checking and acknowledging a pupil's work.

**Feedback** provides more detailed guidance that helps pupils develop their knowledge, skills and understanding.

### **Effective feedback should be:**

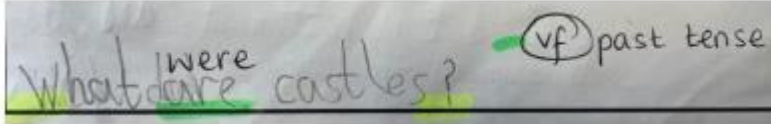
- clear and specific
- understandable and worded in a way that the pupil can comprehend
- positive and encouraging, even when suggestions for improvement are being made
- constructive, by making it clear to pupils how to improve further in the future

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

We want all feedback to build children's self-confidence, raise their self-esteem and develop their capacity for self-reflection. We believe pupils' work is valuable and should be treated with respect. As a Church of England School, our marking and feedback policy reflects our core vision and values, aiming to support and encourage children to flourish and develop their gifts.

## Marking guidelines

- Marking is completed in green pen
- Pupils are given time to respond to feedback in red pen
- Verbal feedback is given during lessons and can be recorded using v/f



- Marking should not correct every error but focus on progress and effort
- Self- and peer-marking may be used when appropriate
- All staff must maintain the same high expectations in all subjects across the curriculum (e.g. in History books)



Each lesson, the learning objective should be shared so that children understand how to be successful. Wherever possible, marking should involve the child directly. Pupils must be able to read and respond to comments. Where this is not possible, alternative methods of communication should be used.

At St John's, we want all members of our community to flourish, and we recognise the importance of monitoring teacher workload to support wellbeing. Therefore, teachers are **not** expected to mark every piece of work. Written work should be reviewed after each lesson so teachers can plan effective next steps. This should, where possible, also inform provision.

## Marking codes

### Maths marking codes:

✓	Correct answer
. or a x	Correction needed

### English marking codes:

○	Something is missing - Capital letter, punctuation etc.
^	A word is missing, add it in.

When marking spellings, staff should write the correct spelling for children to apply, or direct them to a dictionary if age-appropriate.

If a written next step is needed, teachers mark this with **n/s**. A next step may require an immediate response, or it may appear in the next piece of work.

In English, teachers ensure children have a focus target which is regularly referred to. Teachers may choose the method best suited to their class, e.g. conferencing in KS2.

Teachers may include individual positive comments to celebrate achievements (e.g. team points, stickers).

Children should not use rubbers. They should cross through errors with one neat line, reinforcing that mistakes show learning.

### **Book non-negotiables for staff and pupils**

**Our aims:** to celebrate children's best work; to teach transferable presentation skills; to raise self-esteem; and to develop pride that encourages improvement and creativity.

**Who is it for?** Primarily the child, but also stakeholders and visitors. Books provide a record of learning and progress over time.

**Why present well?** To instil respect for work and nurture pride.

**When?** Children should always present work well. They should understand that jotting, note-taking and drafts require less precise presentation but must still be legible. Presentation will improve as it is consistently modelled.

### **What does it look like in books?**

Printed labels should be used on the front of all exercise books with plastic wallets.

### **ENGLISH BOOKS**

- Work dated on the left-hand side
- Learning objective/long date written, or sticker used
- Miss a line for new paragraphs
- Neat handwriting in blue/black ink
- One neat line through errors
- Corrections in red pen (Y2 & KS2) or pencil (Y1)

### **MATHS BOOKS**

- Work completed in pencil
- Short date at the top
- Learning objective on the next line, left aligned
- Ruler used for all straight lines
- Corrections in red pen (Y2 & KS2) or pencil (Y1)
- Incorrect answers must not be rubbed out

### **TOPIC BOOKS**

(Applies to all but Art and D&T)

- Long date at the top (labels permitted in KS1)
- Learning objective on the next line or top of page
- Ruler used for straight lines
- In RE: pupil-designed crosses on front covers
- Title pages/knowledge organisers for all new topics

Through consistent, thoughtful marking and feedback, we aim to nurture confidence, pride and a strong sense of value in every child's work. Providing opportunities for reflection and improvement helps pupils understand their progress and take ownership of their learning.