



St. Luke's C of E (A) Primary School

Marking, feedback and Presentation Policy

2025 – 2028

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Marking, feedback and presentation Policy (2025–2028)

Intent

At St. Luke's C of E (A) Primary School, we believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards. Feedback should celebrate success, identify next steps, and empower pupils to improve.

Implementation

Effective Feedback should:

- Be provided in a timely manner (ideally before the next lesson in that subject, at least through acknowledgement).
- Provide clear information to children about the strengths and weaknesses of their work.
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive and improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Facilitate opportunities for children to be challenged and articulate their understanding of their learning through next steps.
- Help parents/carers understand strengths and weaknesses in their children's work.

Impact

Marking and feedback enables:

- Teachers to monitor progress and diagnose misconceptions.
- Children to understand their achievements and how to improve.
- High expectations for standards of work and presentation.
- Continuity and consistency across the school.
- Pupils to develop self-assessment and peer-assessment skills.

Implementation in Practice

- Children are made aware of the focus of the lesson or the knowledge which should be known and remembered.
- Teachers and TAs circulate and provide live feedback during lessons, which has the greatest impact (EEF Feedback Guidance Report, EEF Toolkit: Feedback).
- Verbal feedback is noted as VF with a brief annotation.
- Pupils respond in purple pen; teachers mark in green pen; TAs may mark in blue pen

but teachers retain accountability.

- Acknowledgement marking alone is not sufficient – deeper feedback and corrections must be used routinely.
- Deep marking is used for significant pieces (extended writing, published work, key outcomes) at least once per half term in each core subject.
- Pupils are always given time to respond to marking.
- Misconceptions are addressed immediately; unacceptable effort is returned for improvement.

Minimum Expectations for Deeper Marking

English:

- Every published piece at the end of a unit must be deep marked.
- At least one other extended writing piece per half term should include targeted corrections.

History/Geography:

- At least one extended written outcome per half term should be deep marked with corrections.

Science:

- At least one extended written piece per half term (e.g. investigation write-up) should be deep marked.

Maths:

- Daily acknowledgement and correction of misconceptions.
- At least one piece per week must include developmental marking beyond acknowledgement.
- Afternoon 'keep up' small group sessions with TAs support children who have not yet grasped concepts (EEF Small Group Tuition).

Presentation Expectations

- Each piece of work must include the school's learning objective/lesson focus.
- Writing should be evenly spaced, on the line, in continuous cursive handwriting.
- Maths must have one digit per square.
- Rulers must be used for all straight lines and underlining.
- It is unacceptable for work stuck into books to be wonky or outside the lines — this is a low expectation and undermines standards.

Feedback

- The most effective feedback is live, during the task.
- Feedback must link to the lesson focus/knowledge and provide next steps.
- Comments must be read, understood, and acted upon by pupils.

Self and Peer Marking

- May be used in lessons or focused marking sessions.
- Clearly marked (e.g. PM = Peer Marked).
- Occurs up to once per week in core subjects and once every three lessons in humanities.
- Pupils are trained to give constructive feedback, modelled by staff using 'What went well...' and 'Even better if...'. Pupils must reference the lesson focus and suggest realistic improvements, ensuring feedback is specific, supportive, and encouraging (EEF Metacognition).

English

- Work shows shared, guided and independent tasks across the four writing purposes (entertain, inform, persuade, discuss).
- Each writing unit builds to a published piece that is deep marked.
- Pupils must be given time to read and respond to deep marking.

Foundation Subjects

- Marking is against subject-specific objectives.
- High standards of English and presentation apply across the curriculum.
- At least one extended piece per half term in history/geography is deep marked.

Mathematics

- Misconceptions addressed immediately (EEF Improving Mathematics KS2 & 3).
- Formative assessment includes variation, discussion, and reflection.
- Marking includes written and verbal feedback.
- Weekly developmental marking beyond acknowledgement.
- TA-led small groups each afternoon provide 'keep up' support.

Spellings

- Teachers correct around three spellings per piece, prioritising statutory lists, common exception words, and subject vocabulary.

- Corrections are rewritten in purple pen; repeated errors are revisited.
- Weekly class spelling sessions address patterns, rules, and words corrected from books.
- Words provided in the environment (LOs, worksheets, displays) are non-negotiable and must always be spelled correctly. Technical vocabulary must also be prioritised. This avoids undermining expectations and promotes accuracy.
- Informed by EEF Literacy KS1 and EEF Literacy KS2.

Challenge for the Most Able

- Marking and feedback must not only address misconceptions but also provide extension and stretch for pupils who have demonstrated secure understanding.
- Teachers will use feedback to:
 - Pose higher-order questions (e.g. “What if...?”, “How might this change if...?”).
 - Direct pupils to apply skills in a new or more complex context.
 - Encourage deeper reasoning, justification, and use of ambitious vocabulary.
- The most able will be challenged to:
 - Refine the quality of their work (precision, sophistication, creativity).
 - Engage in self-evaluation and set personal improvement goals.
 - Move beyond accuracy to fluency, depth, and mastery.
- Feedback may take the form of:
 - Written prompts encouraging wider connections across subjects.
 - Opportunities to mentor or provide feedback to peers.
 - Stretch tasks or challenges noted in marking (e.g. “Next step: explain this using algebra” / “Write a counter-argument”).
- This approach is consistent with the EEF Guidance on Challenge and Mastery, which highlights the importance of ensuring high attainers are not held back and are regularly extended.

Workload Consideration

Marking must not be overly onerous. The priority is high-quality teaching and planning. Teachers should use a balance of live feedback, acknowledgement, and targeted deep marking (EEF Teacher Feedback). However, there must also be a balance of high aspirations and expectations regarding presentation and spelling.

Review Cycle

- Policy cycle: 2025–2028.

Appendices

- Appendix 1: Whole-school marking codes (to be displayed in classrooms)