

SWANNINGTON CofE PRIMARY SCHOOL

Feedback and Presentation Policy

Autumn 2025

All can participate, all can enjoy, all can achieve because our life together is shaped by the Fruit of the Spirit



We agree that marking and feedback is an essential part of the education process. At its heart is the interaction between teacher and pupil: it is a way of acknowledging and valuing pupils' work, it gives them a sense of self-worth and pride which develops their confidence and accelerates learning; it checks outcomes and makes decisions about what teachers and pupils need to do next, it's primary aim is to drive pupil progress and narrow gaps. We believe that this can be achieved without extensive written dialogue or comments that require a written response from pupils.

We acknowledge that excellent teaching demonstrates that

- Teachers check pupils understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Pupils are eager to know how to improve their learning, they capitalise on opportunities to use feedback, written or oral, to improve.

In EYFS outstanding teaching

- has assessment that is accurate and based on high quality observations.
- It includes all those involved in the child's learning and development.

- Provision across all areas of learning is planned meticulously with the needs of the pupils in mind.
- It is based on rigorous and sharply focused assessments of children's achievement so that every child has the opportunity to undertake highly challenging activities.

We agree that three principles underpin effective marking: it should be meaningful, manageable and motivating.

Meaningful

Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Teachers should be clear about what they are trying to achieve and the best way of achieving it, in most cases this will be marking 'in the moment' with the child playing an active role. Verbal feedback, working with pupils in class and reading their work will all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing. By engaging children in purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the Christian ethos of the school. Marking and feedback shows that teachers care about children's work and the progress they make.

Manageable

Teachers exercise their professional judgement about the type of work to be set and so the time taken to mark, it should be proportionate to the frequency and nature of the work set, although it should be given promptly and regularly. Teachers are not expected to 'deep mark*' every piece of work but it is expected that every piece of work in books is acknowledged in some way and misconceptions are addressed. Feedback can take the form of spoken or written marking, peer marking and self-assessment. Teachers should focus their comments on the piece of work in front of them and not spend time commenting on what the child should be doing next. **Deep marking is a generic term used to describe a process whereby teachers provide written feedback to pupils offering guidance with a view to improving or enhancing the future performance of pupils. Pupils are then expected to respond in writing to the guidance which in turn is verified by the teacher.*

Motivating

Marking should help to motivate pupils so that they want to learn and make progress. This does not mean writing in-depth comments or being universally positive: sometimes short, challenging verbal comments are more effective. An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress; too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work and reduce long term retention and resilience-building. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way so that they complete work to the highest standard.

Outcomes for pupils

We aim to help our pupils to:

- Know that their efforts are valued.
- Know about the quality of their work through honest, targeted feedback.
- Have the courage to make mistakes know that these will be viewed as opportunities for improvement.
- Understand what is required to be successful.
- Be involved in assessing their work and identifying what they need to do to move on.
- Show that they have responded to the feedback they have received.

Outcomes for teachers

They will:

- Be able to assess the effectiveness of children's learning
- Use marking and feedback to inform the next steps of planning for teaching and learning
- Use feedback outcomes to help curricular target setting
- Address misconceptions to ensure these are not built on
- Be trusted and able to plan their time efficiently and effectively to enable a healthy work/life balance.

Non-negotiable procedures

- Marking will only be completed in green pen
- Marking will be modelled in cursive handwriting.
- Teachers will use a 'V' to denotes live feedback.
- Children will edit their own work in pink.
- Teacher will use an 'I' to denote independent work and 'S' for supported.
- Incorrect spellings will be underlined in green and the correct spelling written in the margin or under the work – pupils will then use their pink pen to repeat the spelling 3 times – limit to 3 spellings per piece.

What will we see in pupils books?

- Every piece of work to be marked or acknowledged in some way by staff or pupils
- Learning Objectives to be ticked if the pupil has achieved them
- Assessed pieces of work to show they have been done independently.
- Support pieces of work to show where support has been given or scaffolds have been used.
- Assessed pieces of writing to clearly display the date which links to the date on the assessment grid at the front of the book

KS1



We write the date in handwriting lessons.



We stick photos and sheets in carefully.



We use a pink pen to edit, mark or correct our work.



We draw in pencil and colour in with a pencil crayon in our books.



We use our neatest handwriting.



When we make a mistake, we cross it out with one neat line or rub it out carefully.



We take care not to miss out pages in our work.



We always underline headings with a ruler.

KS2



We write the date, remembering to use capital letters.



We stick photos and sheets in carefully.



We use a pink pen to edit, mark or correct our work.



We draw in pencil and colour in with a pencil crayon in our books.



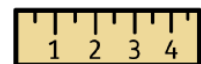
We use our neatest handwriting.



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