



KERESLEY GRAN
PRIMARY SCHOOL

Marking, Feedback and Presentation Policy
September 2026

Policy last reviewed: September 2026

Reviewed by: John Astley, September 2026

Agreed by governors: September 2026

Shared with staff: September 2026

Frequency of review: Bi-annually

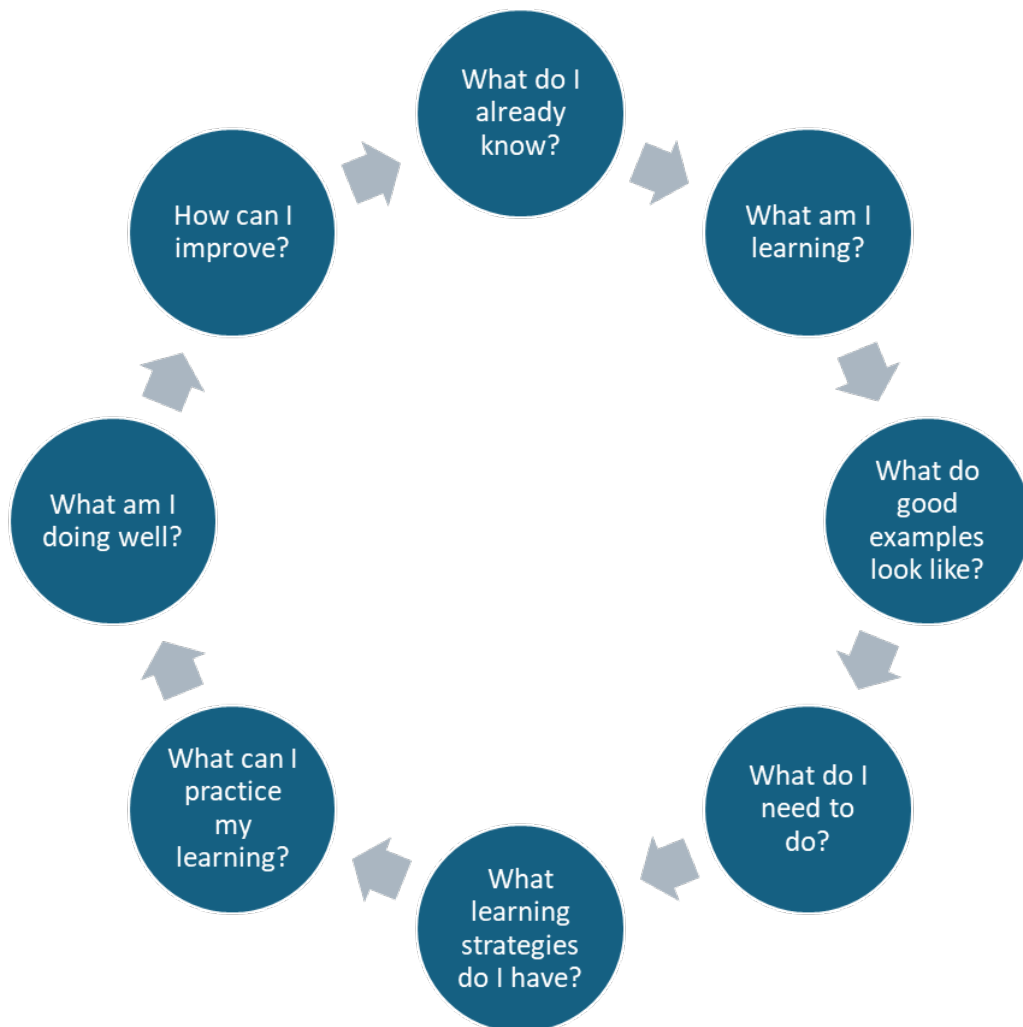
The Keresley Grange values are BELONG, BELIEVE, ACHIEVE. In order for children to ACHIEVE well, marking and feedback are integral and have a positive impact. Feedback, both written and verbal, must be efficient and impactful on the child's ACHIEVEMENT.

Effective feedback is key and supports children in understanding themselves as learners and to develop the language of learning. All staff are expected to be part of feedback, and support children in their learning journey.

There is an expectation that children's basic skills are accurate and that letter and number formation, basic age-appropriate punctuation, pen grip and key words are always correct and/or corrected. All staff are vigilant in this to support fluency and good habits.

Feedback is a key part of the Cycle of Learning:

Cycle of Learning:



Adults teaching the children set the focus for learning for the term and the week, in line with curriculum plans and knowledge of the children.

Adults teaching the children know exactly where children are on the learning journey and what they need to do to improve and to set aspirational targets, with children taking ownership of this as they move through school. Children learn to understand their scores and use these to set personal targets for growth. Summative scores are used to support this, and help children know that they can achieve and often aspire to Greater Depth.

Accelerated Reader Word Count / Quiz Score	Standardised Score in Reading, Grammar or Maths	Reading fluency rate
Spelling Age or Reading Age	Spelling test score	TT Rockstars scores and speed
Phonics test score	Practise SATs scores	Arithmetic scores
End of writing unit successes and next steps	Times table test scores	Teacher Assessment judgements in writing

Lessons are set with a key learning objective to help the children understand the key focus for the lesson. If work is to be completed in work books, children have a sticker with the learning objective on. If a child is absent from a lesson, the sticker is stuck in the child's book and 'absent' written on it.

There is no expectation that every lesson includes work in books. Work in books is used where practise of the learning objective in written form is the best way for a child to achieve the objective.

Learning stickers in each subject state the learning objective.

Learning stickers in Maths include the letters C P A which denote CONCRETE, PICTORIAL, ABSTRACT. The appropriate letter is circled relating to how the child has accessed the learning.

Additional learning support stickers may be used in some year groups in some subjects – eg to remind them of foundational skills relevant to the lesson:



The adult teaching the child spots or highlights the learning objective based on evidence of the child's understanding of the learning.

Every learning objective is spotted:

<i>Colour</i>	<i>What it means</i>
Green	You have understood and achieved the objective
Yellow	You have partly understood and achieved the objective
Pink	You have not understood the objective and not achieved it.

Effective and Efficient Feedback:

Feedback is a critical part of the learning cycle and helps teachers to identify how to move the learning forward; with deepening being a critical part of this. Feedback is a 2-way process with the ultimate aim of developing self-reflective learners. Feedback should be 'in the moment of learning' where possible, helping children to fully understand what they know and how they can improve. 'Live interventions' are key, and skilled adults use these opportunities to helping children to 'keep up' or to 'challenge'. Work is ideally annotated with children during lessons.

Effective and efficient feedback:

- Flows between teacher and learner.
- Sparks learning, and ensures learners flourish.
- Promotes learner self-regulation.
- Clarifies where the learner is going.
- Informs the learner how they are doing.
- Highlights next steps
- Matches the needs of the learner.

Teachers, in the moment or after learning may underline examples of success in green, noting key spelling or grammar errors in pink. This might be by means of a second underline, noting the correction in the margin or at the end of the work or writing the correction above the word for a spelling error. Children would correct, in general, at the point of learning, with a TA or during morning activities.

Feedback and marking must be provided and returned to the child as soon as possible after the learning but certainly before the next time they complete work in their books.

For children whose main focus is their phonics, individual sounds may be underlined in green and pink.

EYFS/KS1 – underline in pink and correct spelling written above. This will be for common exception words, topic words and words they should be able to spell matching their phonics level.

Words that are incorrect and beyond their level – we will write correctly above.

The following marking codes should be used by adults when marking books.

Code	What it means
vf	<i>Verbal feedback with some description</i>
P - or a comment at the end of the work	Presentation is not good enough and needs to improve.
sp	Spelling mistake. This may be written next to the word, in the margin or at the start of the piece of work with how many mistakes there are. This will depend on the child's stage in development. It is expected that, for most children: • <i>all spellings from the previous year group will be correct</i> • <i>the date is copied/spelled correctly</i> • <i>identified key words for the lesson are spelled correctly</i>
-----	Something is wrong. Pupils will be expected to correct this.
^	Something is missing. Pupils will be expected to add this in.
I	Used alongside GG for learning that a child has done independently
GG	To show that the pupil has been guided by an adult. KS1 – Y2 use GG1,2,3 to support moderation.

Extended pieces of writing:

When completing extended pieces of writing over several lessons, an adult teaching a group may decide to only mark the writing at the end of the piece and instead provide feedback verbally to the class, groups or individuals or informally through use of Post It notes on the work.

Individual Targets:

Occasionally, an individual target will be set. These are used for persistent and basic errors which include key words, key spellings and letter formation or pen grip. Intervention will be

given and progress recorded. An example of a type of target would be to spell correctly their, they're or there.

Self-Marking:

Children can self mark work to help them to see key errors in basic skills and fluency.

These include 99 Club, Fluency, Tick and Fix, Spellings, x-tables.

Children can reflect on their work with a partner or individually. The adult teaching the class must always maintain overall oversight of the learning and work and spot the learning objective sticker.

Presentation:

All children are expected to complete work in books neatly and to take pride in their work. All children should form letters and numbers correctly, with this featuring as key learning within Reception and early Key Stage 1. By the end of Key Stage 1, children should be starting to use joined, cursive writing, using the Letter Join style:

Cursive Lower Case Letters



Children are expected to have the same level of presentation in all workbooks for all subjects.