	North Wootton Academy Priory Lane North Wootton Kings Lynn Norfolk PE30 3PT
Name of policy:	**Marking and Presentation Policy**
Lead member of staff with responsibility for this policy:	James Grimsby
Date of governors meeting when policy agreed:	NA
Type of governors meeting:	NA
Date of implementation:	September 2026
Details of dissemination:	This policy is available on our school website and is available on request from the school office.
Frequency for review: Last Reviews:	Annually

There is a strong correlation between quality feedback and quality learning with 'regular feedback, both orally and through accurate marking, and encourag(ing) pupils to respond to the feedback' a key teacher standard. However, it is important to acknowledge the strong correlation between the detail level of marking and the amount of 'teacher time' taken to complete this task - a relationship highlighted by the latest review of Teacher Workload Review (March 2016). Therefore, the use of any approach must have a measurable impact.

Live Marking

Marking can often be most effective when given immediately or during the lesson in which that skill is being used; this prevents a pupil from continual repeating the mistake and redirect them along the correct path. In addition, the structure of most lessons provides time during the task where the teaching staff are providing ongoing oral feedback. Therefore, as much as possible, we would ask this to be documented in the lesson itself through live marking by:

- The teacher/HLTA (in green)
- The teaching assistant(in purple)
- The pupil or their peer (in red – including any follow up work by the pupil to address the error)

The main focus of this ongoing feedback should be on accuracy (answers given, Grammar, Punctuation and Spelling) or in terms of standards (handwriting and number formation) .

In addition, and where possible to do at the end of the lesson, an indication of the success of the work completed within that lesson and the degree to which it may have been supported. However, it is acknowledged that this may not be possible in the lesson itself and completed at the end of the day.

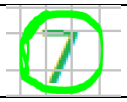
To support the efficiency of this process, the following mark would be applied.

Objective achieved / Seen by teacher	S **Supported** \ **Attempted** ✓ **Achieved** ✓✓ **Exceeded**
Verbal Feedback given	✓ **A tick is sufficient to acknowledge the teacher has reviewed the work** O Any inaccuracy may be circle to indicate the need for improvement in red pen H A house point has been awarded for an exceptional piece of work

Pupil Marking
We are keen to develop our pupil's as reflective and resilient learners and as such aim to encourage the view that the teacher is always the second or third marker: it is key that the pupil understands their own success
Within our lesson structures, we aim to ensure that there is time for the pupils to be the first marker - self-correcting, self-editing and self-evaluating their learning.

Response/Distance Marking
Beyond marks in their book, marking helps the teacher decide the success of the pupils learning and what steps are needed to move their learning on. At times, this is better recorded on a summary for the class, rather than individual books in order to direct adaptations in the next lesson or within a period of top up teaching within a short period of the afternoon.
As such, the class teachers keep a record of next steps English and Mathematics within a Top Up Teaching (TUT) Booklet that act as a form of ongoing formative assessment and a communication device between teacher and teaching assessment. This also contains the main writing tracking for each term and summative assessment of non-core units.

Deep-Marking
The school feels that writing is a subject where bespoke feedback is essential to support the pupils in the multiple skills and understandings that are needed within any one piece of work.
Therefore, whilst general accuracy and standards issues will be addressed through live marking, with extended pieces of writing, the school would expect a deeper mark in which the pupils are asked to make extensive improvements.
The frequency of this will vary dependent upon the writing cycle and the age of the pupils, but in general, this would be expected to occur approximately every 2 weeks within the structured write.
To support the efficiency of this process, a consistent set of symbols are used:

Excellent work meeting the required the lesson's purpose	Highlighted in green pen
Work to look at / Confusing or Inaccurate Work	This grammar problem.
Talk to your teacher	T
Punctuation/Tense error	Yesterday__ the man's dog walk__ home__
Incorrect Capital Letter	/
Spelling mistake	sp Up to 5 spellings are listed at the end of a piece of work for the children to correct work and add to personal dictionaries. Pupils should be asked to copy these out three times at least at the end of piece, cross out their spelling and fix in the margin.
New paragraph	//
Written feedback	* Year 2 onwards 2-4 asterisks should be used to highlight key areas of text that need to be improved or re-written. These should be complete under the piece or on the next page. Specific contingent praise could be given through whole class feedback.
Presentation	P
Handwriting	HW { Yellow lines added to support
Finger Space Needed	
Number reversal	
Number size	

Marking Key Skills and Knowledge in Weekly Lessons

Within daily lessons, marking and feedback is often needed before the start of the next lessons and therefore learning objectives should be dotted, ticked or double ticked each lesson to provide a consistent feedback. Within weekly lessons such a Science or Art, the feedback approach is more centred upon the development and retention of skills and knowledge over time.

Therefore, the school's curriculum has identified key skills that we wish the pupils to build. To support this development, a set-criteria is provided through a rubric for staff and pupils to judge their level of work and offer guidance as to how these could be improved. Teaching staff would highlight the standard or support the pupils to do so in shared feedback, in order to help the pupil's identify their next steps that can addressed through red-penning their initial attempt. All rubrics should result in some improvement.

Similarly, the curriculum has identified key knowledge that we wish the pupils to retain. A measure of this is taken at the end of each unit of study through a mini-quiz, where the teacher can record an assessment of what has been retained.

This approach is used within Science, History, Geography, Art, DT, Computing, MFL, Music and PHSE (quiz only).

The only lesson that falls outside of this approach is PE wherein feedback is given orally throughout the lesson and assessment are made across a unit through Distance Marking sheets.

Online Work Samples
Within the more practical subjects of Computing, Music and PE, the school aims to record evidence of learning through pictures and in some places recordings that would be stored online.

Marking in the EYFS
Within the EYFS, some aspects of the written aspects of this policy are introduced through live marking to address accuracy, standards and level of lesson success; however, most feedback provided orally. The staff will provide additional marking in terms of recording narratives of the children's learning for example related to what was discussed. This type of marking may also be present in terms of our learners further up the school who require one to one support.

Marking for Standards
To ensure there is a steady progression of standards throughout the school, which progress in expectation related to their age and ability.

<table>
<tr><th>EYFS</th><th>Year 1 and 2</th><th>Year 3 and 4</th><th>Year 5 and 6</th></tr>
<tr><td>Where used, ruled line will be 15mm.</td><td>In books, 10mm-15mm lines are used.</td><td colspan="2">In books, 8mm lines are used</td></tr>
<tr><td rowspan="2">Date and TK/TKHT on learning tickets, stuck in books.</td><td>Long date alternating between day and month (not underlined)</td><td colspan="2">Long date (handwritten) on the left-hand side of the page next to the margin and underlined</td></tr>
<tr><td>Learning ticket initially then TK or TKHT (not underlined)</td><td colspan="2">TK or TKHT and underlined</td></tr>
<tr><td></td><td colspan="3">Code to be used on success criteria on the powerpoint for different learning levels:
Pa (paddling), Sn (snorkelling), Sc (scuba diving)
Children should indicate this in the margin at the beginning or end of the lesson to ensure that it is clear what level they are working at.</td></tr>
<tr><td>Pencils only</td><td>Mostly use pencil</td><td>Will write in pencil until pen licence achieved then blue biro</td><td>Blue biro for all pupils</td></tr>
<tr><td>Pencils only</td><td colspan="3">Any diagrams to be drawn in pencil and with a ruler for adding any labels</td></tr>
<tr><td>Mistakes edited in pencil.
Summer term will introduce red pen.</td><td colspan="3">Red pen used for all edits and mistakes crossed through neatly</td></tr>
<tr><td>N/A</td><td>Use a ruler to draw a line</td><td colspan="2">Underline date and any sub-headings with a ruler</td></tr>
<tr><td colspan="4">Cross out mistakes with a single neat line</td></tr>
<tr><td>Letters starting and finishing in the correct place.</td><td>Writing on the line.
Year 1: beginning to use cursive upright handwriting by the end the summer term
Year 2: Cursive handwriting at all times</td><td>Writing on the line.

Cursive and legible writing at all times unless agreed with the SENDCO.</td><td>Writing on the line.

Cursive and legible writing at all times unless agreed with the SENDCO.</td></tr>
<tr><td colspan="4">Pupils start a new page in their book so long as there is less than half a page left to use</td></tr>
<tr><td>N/A</td><td colspan="3">Edits added using an asterisk e.g. *1, *2 etc</td></tr>
</table>

Presentation of Numerical Work in Primary Phase

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6

<table>
<tr><td>Blank pages initially. Move to 12mm squares in Summer term.</td><td>In books, 12mm used for Yr1 and 10mm squares used Yr 2</td><td>8mm squared books are used</td></tr>
<tr><td rowspan="2">Learning ticket used showing short date and ‘TK/TKHT…’</td><td>Short Date (not underlined)</td><td>Short Date (not underlined)</td></tr>
<tr><td>Learning ticket initially then TK or TKHT (not underlined)</td><td>TK or TKHT and underlined</td></tr>
<tr><td>N/A</td><td>Use a ruler to draw lines</td><td>A three-square margin ruled on the left of the page</td></tr>
<tr><td>Pencil used for drawings</td><td colspan="2">All mathematical drawings to be done in pencil and with a ruler</td></tr>
<tr><td>Differentiation through questioning and verbal expectations.</td><td colspan="2">Code to be used on success criteria on the powerpoint for different learning levels:
Pa (paddling), Sn (snorkelling), Sc (scuba diving)
Children should indicate this in the margin at the beginning or end of the lesson to ensure that it is clear what level they are working at.</td></tr>
<tr><td colspan="2">One question underneath the next</td><td>One question underneath the next leaving a line gap with question numbers clearly presented</td></tr>
<tr><td colspan="3">One digit/symbol per box unless informal jottings (an exception may be needed for fractions)</td></tr>
<tr><td colspan="3">Correct numeral formation and direction</td></tr>
</table>

Links with other policies:

Speaking and Listening

Curriculum

Subject Specific Policies

Assessment