

# Hunton & Arrathorne Community Primary School

## Presentation & Feedback Policy



Date: June 2026	Headteacher: Mr S Donaldson
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Effective marking and feedback are essential components of high-quality teaching and learning. This policy outlines the principles and practices that guide how teachers assess student work, provide constructive feedback, and use assessment information to support progress.

### Presentation

‘We are what we repeatedly do’ – we pride ourselves on having the highest expectations in terms of presentation for all children. This is important because we value the idea that the highest expectations will result in the highest possible outcomes – presentation is a key part of this. To give clarity around presentation, we worked collaboratively to create guidelines for pupils’ individual books and whole class big books. This creates visible consistencies across subjects and year groups, so that all staff and children have the same expectations.

<b>General</b>	<ul style="list-style-type: none"><li>-All books are labelled with Letterjoin font following the agreed format</li><li>-The school logo label is a feature on core books.</li><li>-Books are free of graffiti and kept in a good overall condition.</li><li>-Children should write in pencil for all subjects (Year 6 may write in handwriting pen except for in Maths).</li><li>-Colouring within exercise books should be in coloured pencil only.</li></ul>
<b>Pupil Books</b>	<ul style="list-style-type: none"><li>-All pieces of work contain a date and learning objective / title / key question which are copied accurately and underlined with a ruler (labels may be used for Reception / Key Stage 1 in Letterjoin font).</li><li>-Pupils start a new page for each new piece of work.</li><li>-Any straight lines or shapes are drawn with a pencil and ruler.</li><li>-All sheets are trimmed to fit the size of the activity / books.</li></ul>

	<ul style="list-style-type: none"> <li>-Handwriting expectations are consistent across all subjects.</li> <li>-Adaptive teaching strategies are clear and evident.</li> <li>-Books are enhanced by the use of pictures / illustrations / diagrams linked to the piece of work / learning.</li> <li>-Photographs and picture collages are annotated with commentary in either Letterjoin or cursive handwriting.</li> </ul>
<b>Big Books</b>	<ul style="list-style-type: none"> <li>-All pieces of work include dates and titles.</li> <li>-Examples of pupil work are within the big book to showcase learning.</li> <li>-Key vocabulary is included and made clear.</li> <li>-Children's names / initials are included under their personal responses.</li> <li>-Books are enhanced by the use of pictures / illustrations / diagrams linked to the piece of work / learning.</li> <li>-Photographs and picture collages are annotated with commentary in either Letterjoin or cursive handwriting.</li> </ul>

## Feedback

Feedback is an integral part of the teaching and learning cycle, and we aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's

recommendations, and those of the DfE’s expert group which emphasises that marking should be: Meaningful, manageable and motivating

### How do we mark and feedback?

Teachers feedback to children in blue pen – as is recognised as good practice, children may mark their own work or their peers work also using purple pen.

The learning objective or key question is highlighted in green if the child has met the objective; yellow if the child is not yet secure, or pink if the learning objective has not been understood.

### What does this look like in different subjects?

#### English

There is no requirement to write a positive comment, as children are aware of what their learning intention was and staff use verbal, specific praise within lessons.

*-Double ticking of positive features should be used if the child has completed some independent writing.*

*-In Key Stage 1, no more than 3 incorrect spellings should be modelled correctly at the end of the piece of work for the children to copy in purple pen.*

*-In Key Stage 2, the code sp in the margin should be used to indicate incorrect spellings. These should be corrected in purple pen in the margin where possible.*

*-Incorrect use of capital letters or lower-case letters should be underlined and corrected in purple – no more than 5 per piece of work.*

*-Common misconceptions with punctuation should be addressed through the punctuation starter in the next lesson.*

#### English – Extended Writing

At the end of each Literacy Tree unit, children will produce an extended piece of writing. This will be marked more thoroughly by the teacher.

Misconception	Code	Location	Guidance
Spelling	sp	Bottom of page (KS1) Margin (KS2)	<i>-In Key Stage 1, no more than 3 incorrect spellings should be modelled correctly at the end of the piece of work for the children to copy in purple pen.</i> <i>-In Key Stage 2, the code <u>sp</u> in the margin should be used to indicate incorrect</i>

			<i>spellings. These should be corrected in purple pen in the margin where possible.</i>
Capital Letters	—	Underscore under the incorrect letter	<i>-Incorrect use of capital letters or lower-case letters should be underlined and corrected in purple – no more than 5 per piece of work.</i>
Punctuation	○	Where missing (Y1-3) In margin (Y4-6)	<i>-A circle should be used to indicate missing punctuation – either on the line for Y4-6 or where missing for Y1 – 3.</i>
Double tick	✓✓	Next to vocabulary / sentence / feature which exceeds expectations.	<i>This is an opportunity to celebrate work so the children know which aspects of their work are particularly effective.</i>
Deleting	( )	Around words / letters to be omitted	<i>Marks words / letters not needed</i>
Inserting	^	In location where word should be inserted.	
Next Step	↗	At the end of the piece of work	<p>An opportunity to improve their work should be given. This should be in the form of written feedback to direct the children to improvements. It may be to re-write a section of their work or to write an additional paragraph enhancing it. Feedback should be specific so that children are guided in how to improve their work.</p> <p><i>Example: Rewrite paragraph two including some conjunctions to extend your ideas.</i></p> <p><i>Non-Example: Improve paragraph two.</i></p>

### Mathematics

Correct answers are marked with a tick. Incorrect answers are marked with a cross and should be corrected with a purple pen. These should be marked by an adult. If a child is incorrect a second time, verbal feedback (VF) should be given.

Children may mark their work in purple at the end of a lesson – they should be encouraged to mark it with neat ticks.

The priority will be on 'in the moment' oral feedback, rather than lengthy next-steps.

#### Science / Geography / History & Religious Education

In these subjects the focus will be on oral, whole class feedback which moves the learning forward. This may be in the following session and as a whole class, or planned into future learning. Spelling and handwriting must continue to be a focus when marking.

*-In Key Stage 1, no more than 2 incorrect spellings should be modelled correctly at the end of the piece of work for the children to copy in purple pen. These should be commonly used words rather than subject specific where more than 2 mistakes have been made.*

*-In Key Stage 2, the code sp in the margin should be used to indicate incorrect spellings. These should be corrected in purple pen in the margin where possible. These should be commonly used words rather than subject specific where more than 2 mistakes have been made.*

*-Incorrect use of capital letters or lower-case letters should be underlined and corrected in purple – no more than 5 per piece of work.*

If writing tasks have taken place in these sessions, the procedures for long writing above should be used.

#### Reading Journals / Spelling / Handwriting

These are working documents for the children to hone their skills. Work should be self-assessed and corrected in purple pen where needed as the children become metacognitive learners and develop their self-reflection skills.

#### Art & Design / Design Technology

Although these books are carefully monitored by staff, they are not 'marked' in the traditional sense. As these subjects are subjective in their outcomes, children are encouraged to reflect and improve on their own learning through discussions. Only the front sheet should be highlighted in these subjects to indicate whether the objective / learning intention has been met.

#### Music, Physical Education & French

Feedback here, by the practical nature of the subjects, will be immediate and oral.

#### Additional Support

VF	Verbal feedback has been given	<i>Next to relevant work</i>
G	Child has worked in a guided group	<i>Next to learning objective</i>
Scribed	An adult has scribed a child's ideas.	<i>Next to relevant work</i>
Where a child has used additional resources, bespoke to them (i.e. Numicon) you may note this down.		

### Monitoring

This policy will be monitored through teaching and learning tasks by leaders in school, and by governors during link visits.