



## Marking and Presentation Policy (linked to Assessment Policy)

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Reviewed by Full Governors

### MARKING POLICY

All current members of staff have the experience and expertise to recognise an acceptable standard of work based on the ability of the children in their class. We must ensure that expectations and that the quality, quantity and presentation of work meets these expectations, which should be matched to the individual child, and realistic in terms of that child's abilities.

#### Why mark?

- To find out what children can do;
- To see if children have understood work;
- To ascertain standards;
- To give appropriate feedback to ensure the assessment supports learning;
- To inform planning (next steps);
- To allow the children time to reflect and improve work;

By marking, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good or below standard and may lose interest or not produce work of such quality in future. Parents may also assume that unmarked work has not been looked at.

#### What to mark

There are times when a piece of work is such that a brief comment and/or a tick to show that it has been seen is sufficient. However, pieces of work should also be thoughtfully assessed, discussed with the child if present, and appropriate, encouraging and constructive comments written to reinforce what has been said to the child. This needs to take place in the Big Write pieces of work and in cross-curricular lessons every so often. On the spot marking (live) should take place within lessons to provide immediate feedback which children can respond to whilst they are working in order to have immediate impact on their progress within the lesson.

Teachers should be clear on what they are marking for - accuracy, neatness, creativity, a specific grammatical point, etc. Marking must be linked to the success criteria and learning objective of individual pieces of work.

## Coates guidelines for pupil presentation

- Every piece of work must be dated.
- Learning objectives (LO) should be apparent for every piece of work. This could be for an individual lesson for part of a week/unit objective. This can be stuck (KS1 and 2) or written in by the child, displayed, and evident in planning.
- The majority of children's work should be handwritten using the appropriate pre-joins and joins according to the handwriting scheme and the individual handwriting licences the children are working on.
- Foundation Stage, and Year 1 children should write in pencil (unless a child is particularly gifted and talented). Years 2 and 3 (when ready), 4, 5 and 6 should progress onto using a pen once they have achieved the handwriting licence criteria. Some children with particular fine motor skills difficulties will be encouraged to use whichever is most comfortable. If a child does not maintain the standard within their writing and their work does not reflect the handwriting licence they have been awarded, then they are to lose their handwriting licence.
- Any questions that require numbering should have the numbers placed in the margin.
- Within maths books, children are to write in pencil and one number/ symbol within each box. If numbers are reversed then they need to be re-written by the teacher for the child to copy out 3 times, the correct way around.
- Children should respond to the success criteria and comments from their teacher. This can take the form of a smiley face (KS1), traffic lights (KS2), a signature (as proof of reading), completion of work or a specific reply to a teacher comment.
- Children should respond to comments using polishing purple pencils/pens, during the lesson (if appropriate) or before they start their next piece of work.
- Any worksheets/paper should be trimmed to fit and stuck into books neatly, so they do not hang out of books. Teachers must train children in how to glue their work in neatly and straight if they are unable to do this.
- Children are encouraged not to write beneath the bottom line on their page.
- If children need to make corrections to their work then they are to put one neat line through their mistake or use a rubber if appropriate. If work needs to be underlined then a ruler must be used.
- If the presentation of a child's work does not meet the required expectations then they are to rewrite it (Exceptions made for identified children with SEND).

## Coates guidelines for teacher marking.

- No work should be left unmarked.
- All maths and English books should contain child friendly targets which the children can access. These targets should be discussed with the children. They should be individually dated, at least 3 times to show where the targets have been met. Once achieved, children are to be given a new target. These targets should be changed at least termly (more regularly if a child achieves their target).
- Work should be marked depending on the child's ability and targets through written feedback (this is mainly verbal in the Foundation Stage). If verbal feedback is given then (VF) is written beside the work in a speech bubble. Throughout the school, If VF is given during a lesson, then it should be recorded next to the part of the work where the teacher or TA gave it. When the work is then marked after the lesson, reflections can be made on progress since the point where VF was given.
- All comments to children should be handwritten using the school agreed handwriting style (See Appendix 1).
- Foundation Stage mark children's work using 'Ind' (independent) and 'S' (supported).

- If support is given by a teacher or adult within the class then this must be stamped to indicate who has provided the support (See marking codes).
- Spelling corrections should be given within written work to highlight any words that should be spelt correctly but are not. Within the expectations of the curriculum, children are expected to identify the correct spellings independently for high frequency/common words. This could be by using their own knowledge, dictionaries, word mats etc. In these instances words could be highlighted for the children to look up and correct themselves or they could be guided to corrections through next step comments eg. 'Now check the spelling of word endings' or 'please check the spellings of high frequency words'. Younger pupils or children with SEND can be given specific spellings to practise if needed as it might be harder for them to identify incorrect spellings independently.

KS1 (3 spellings maximum), KS2 (5 spellings maximum)

spell			
this			
right			

- If children have been supported by either a teacher or TA then it needs to be highlighted on the child's work through the use of a stamp. If work was supported by a TA then the work should be signed by the TA to show this. This helps when using children's work to determine what they can do with and without support and is essential information for assessments and moderation.
- Once a piece of work/ unit of work is marked, the assessment checkers need to be dated at the front of children's books to show if they have achieved the learning objective.

#### Next Step Marking

- At least 1 piece of English and Maths work each week should be intensely marked using next steps marking i.e. not just a brief comment and ticked. This should be using the next step marking system (See Appendix 2).
- The next steps must reflect the gaps highlighted on the success criteria and assessment grids that are completed by both the teacher and pupil within every lesson.
- Comments should both **praise the child** (green pen) and constructively **criticise the work** (red pen). This is in order for the children to celebrate their successes and also identify their next steps and how to move their work and learning on.
- If a next step has been completed inaccurately or has been misunderstood, then it needs to be looked at again with the support of an adult so that misconceptions are addressed and the children are able to make progress with their learning.
- In Maths a next steps alternative can be completed using a 10 min focus work task completed the same day (pm). This should be completed in purple pen. This focus work is completed in Years 2-6 and in Years 1 during the Summer term. Teachers are to write 'FW' to indicate when this has taken place.

#### The Big Write/extended writing

- When marking the Big Write/extended writing, teachers must mark each piece of work with a positive comment in green, with an active next step in red,
- Green and pink highlighters should be being used by the teacher when marking the children's Big Write. Green is used to highlight something good from the objective/ success criteria and pink

where they need to check something/ make a correction. The only exception for use of a pink highlighter is in Year 2 and Year 6 due to end of Key Stage guidelines linked to external SATs moderations.

### **Coates guidelines for self-marking.**

Before handing in a piece of work the children indicate whether they feel they have achieved the learning objective (LO) by completing the self-assessment section of the LO and success criteria (SC). These are smiley faces in KS1 and traffic lights in KS2. This gives the teacher an indication as to whether the child feels they require further assistance or support.

Children are encouraged to use marking and the SC to determine whether they have met their objectives. These are stuck into books at the beginning of a piece of work (KS1) and at the end of a piece of work (KS2). Children will be encouraged to highlight areas of work they feel are good and also areas which they feel they could develop, particularly in KS2. Children are expected to read next step marking comments from their teachers and reply. This written dialogue between teachers and pupils will take place during the next lesson during a 'reflection time' before the lesson begins or outside of the lesson during morning challenges, particularly for KS1 children.

### **Coates guidelines for peer marking.**

KS1 – Before handing in work, children are sometimes encouraged to assess each other's work. This could be carried out verbally or through teacher supported activities where they are asked to find positives in each other's work, beginning comments with 'I like this because....'.

KS2 – Children will peer assess work in a variety of ways. Sometime verbal feedback will be appropriate. In some lessons, 'What is good...' and 'Even better if' post-it notes could be used and stuck in after another child's work. At times, and with more able children, it may be appropriate for children to use the success criteria or assessment sheets to assess each other's work and to make comments.

### **Monitoring of marking and presentation**

Individual subject leaders monitor the implementation of this policy within their own subject areas. This is completed either through book scrutinies or during staff meetings/ training and moderation. It is also monitored through book checks by the Head Teacher who selects a sample of books from each class.

Staff are given feedback following any scrutinies that take place and are required to implement any actions immediately.

Information from scrutinies that have taken place for the core subjects are presented to the Senior Leadership Team (SLT). This is to ensure that everyone has a good understanding of how the policy is being followed throughout the school and what actions are being put in place for particular classes if needed.



## Handwriting

### Letter Formation:

From Reception, children are taught to form their letters using the cursive handwriting style shown here:



### Handwriting Licences:

Different handwriting licences are awarded to reflect the progress and achievement that children make with their handwriting.

- **Licence 1:** Is awarded for holding their pencil correctly during independent writing across different activities
- **Licence 2:** Is awarded for forming their letters correctly
- **Licence 3:** Is awarded for joining their letters consistently
- **Licence 4:** Is awarded for when their writing is consistently of the correct standard and they are ready for using a pen. (A handwriting pen is also awarded).



### Marking Codes

√ - Correct

. - Incorrect



Supported by teacher.



Supported by TA/ adult

VF – Verbal Feedback (or the teacher's initials within a speech bubble).



Used within Reception to show independent work.

### Examples of Active Next Step Comments:

#### KS1

Next Step: You have tried hard to sound out your words. Now add finger spaces/ full stops etc.

Next Step: Well done for using a full stop. Now check capital letters. (For LA children you could highlight/ copy out a particular sentence for the children to check).

#### KS2

Next Step: You have used a great simile. Now see if you can add a metaphor.

Next Step: This work included all the features it needs, well done. See if you partner can identify the features too and circle a good example of each in the text.

Next Step: This story was well thought out. Please check underlined spellings.