Feedback and Presentation Policy

Approval granted:	9 February 2026	Review date:	Spring Term 2029

Our Vision:

In our inclusive community,

Each valued individual is taught self-belief

We are resilient and optimistic,

Caring for ourselves and our peers.

We are Children of God, with hope,

Awe and wonder in our hearts.

Our Bible verse:

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. *Ephesians 4:32*

Respect - Believe - Succeed

Our Values

Respect – Friendship - Honesty - Kindness

Rationale

This policy sets out a clear, consistent, and manageable approach to feedback and presentation across the school. Its purpose is to ensure that:

- Feedback is meaningful, timely and helps pupils make progress.
- Pupils understand how to improve and take increasing responsibility for their learning.
- Staff workload is supported by avoiding unnecessary or excessive marking.
- A range of feedback methods is valued equally, rather than an over-reliance on written marking.

This policy aligns with evidence-informed practice, recognising that feedback is most effective when it is clear, focused, and acted upon.

All feedback, regardless of form, should:

- **Be purposeful** – linked directly to learning objectives or success criteria.
- **Be proportionate** – appropriate to the task, age, and needs of pupils.
- **Be timely** – given at a point when pupils can respond and improve.
- **Be meaningful** – pupils know what the feedback means and what to do next.
- **Promote independence** – encouraging pupils to reflect, edit, and improve their own work.

There is no expectation that every piece of work will receive written comment feedback. However, all pupil work must be read by the teacher in advance of the next lesson, in order that appropriate and progressive next steps can be adeptly planned. There should be evidence of weekly feedback in books whether this be VF, pupils' self or peer assessment, next step comments, etc.

Feedback is a vital part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments and building a teacher-pupil dialogue acknowledges pupils' achievement and learning and identifies steps to ensure further progression. Pupils are given opportunities to reflect, respond and improve their work.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Evidence of our response to children's work can be found recorded in books and on display, as well as evidence of verbal feedback. Whilst the child is learning, we will give verbal praise and constructive feedback, to swiftly address misconceptions. We will use our judgement as professionals when working with learners to secure and deepen their learning.

Feedback strategies

Live marking: Verbal feedback is often the most immediate and impactful form of feedback. This is instant and meaningful; it can be signified with a written VF inside a small speech bubble, where a small group/individual has been worked with and/or a sustained discussion has taken place. The teacher or pupil can write VF upon the page, as evidence that feedback has taken place.

This may include:

- Live feedback during lessons, as immediate feedback, using pink pen
- Questioning to probe understanding
- Short verbal prompts or corrections
- Whole-class verbal feedback
- Next step questions to deepen and secure understanding

Light marking entails:

Lighter feedback provides quick guidance without extensive written marking.

Examples include:
- Acknowledgement tick and flick
- Highlighting successful elements linked to success criteria
- Brief written prompts (e.g. one word or phrase)
- Whole-class feedback sheets or slides
- Model answers shared and discussed
- Self-assessment by pupils, modelled/supported by teacher/teaching assistant
- Peer-assessment by pupils, modelled/supported by teacher/teaching assistant

Light marking will develop the skills of peer and self assessment, and will stand alongside whole class and teacher-led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work through the use of ticks, simple corrections, scores (10/10) and/or brief attainment based comments. Some SPAG errors will be addressed, maximum of 3 spelling errors to be noted with SP in the margin; pupil to copy the word x 3 at the bottom of the work or in the margin. SPAG errors must be referred to, as every teacher is a teacher of literacy.

Deep marking entails:
Deeper feedback should be used selectively where it will have the greatest impact on learning.
This may include:
- Focused written comments linked to key learning objectives
- Targeted improvement points
- Feedback on assessed or extended pieces of work

Deep marking is necessary as times in order to strengthen and deepen pupils' knowledge and understanding related to a task or skill. See some examples of work below which gives opportunity for deeper marking. This entails teachers reading closely the full piece of work, addressing at least some SPAG errors, and writing a comment(s)/question(s) to deepen the knowledge of the pupil. Maximum of 3 spelling errors to be noted with SP in the margin; pupil to copy the word x 3 at the bottom of the work or in the margin. SPAG errors must be referred to, as every teacher is a teacher of literacy.

- Deeper feedback should not be given on every piece of work.
- Comments should be concise and focused on improvement, not correction of every error.
- Teachers should identify opportunities for pupils to act on this feedback.
- Pupils may respond to this feedback in the form of a starter activity whereby they respond to numbered teacher targets, writing the relevant target themselves in their books

Throughout books, there will be a **range of marking strategies** that suit the nature of the piece of work produced by the child, including live feedback, light marking and occasional deeper marking over the

course of a half term. Leaders will evaluate feedback through its impact on pupil learning, not quantity of marking.

*What work may be **light** marked?*	*Light Feedback*

-Label diagram exercises
-Fill in the missing word exercises
-Comprehension tasks
-Spelling tests
-Times table tests
-Mini end of unit tests
-Calculation exercises
-Home work
-All tests and assessments (moved from deep marking)
-Exit ticket follow-up activities (moved from deep marking)
 	
This is not an exhaustive list.
	-Pupils to be alerted to misconceptions in their work either via verbal (teacher or pupil add VF in speech bubble) or brief written feedback.
	-Written teacher feedback where presentation is a concern.
	-Light marking to include a focus on punctuation and grammar using SPAG codes in margin:
	  -P for punctuation mistake
	  -C for missing/wrong capital letter
	  -SP for spelling**
	  -G for grammar
	  -? for check this makes sense
	  - // for new paragraph
	  - ^ for missing word
	  -WW for wrong word
	  -Sci (wrong scientific terminology)
	
	 *No more than 2-3 spellings per piece of work, written at the bottom of the work and pupil to copy x 3
	
	-Pupils to self or peer-assess work: ticking, crossing and improving in purple pen.

*What work may be **deep** marked?*	***In Depth Feedback***

-Extended pieces of writing
-Investigation write-ups
-End of unit projects
-Key pieces of work
 	
This is not an exhaustive list.
	-Next steps can be given to enable pupils to improve their work/deepen their understanding, such as through a question. For example, 'How do you know?' or 'Why…?'
	-Teacher comments are written in pink in response to the nature of the pupil work, either written or indicated on a success criteria grid (Use of "*Now try…*" is recommended).
	-Pupils to action any targets with purple pen.
	-Written teacher feedback where presentation is a concern.
	-Motivational strategies including written praise or allocation of Epraise points.
	-Deep marking will include a focus on punctuation and grammar using SPAG codes in margin:
	  -P for punctuation mistake
	  -C for missing/wrong capital letter
	  -SP for spelling**
	  -G for grammar
	  -? for check this makes sense
	  - // for new paragraph
	  - ^ for missing word
	  -WW for wrong word
	  -Sci (wrong scientific terminology)
	*No more than 2-3 spellings per piece of work, written at the bottom of the work and pupil to copy each word x 3

What work **does not** need to be marked?	
-Planning includes activities such as mind maps and notes. Pupils should title their work as **planning work**.	

Pupil response:
For feedback to be effective, pupils must have opportunities to respond.

This may include:
- Editing or improving work
- Correcting misconceptions
- Reflecting on feedback through discussion

Pupil response does not need to be lengthy and may be verbal, practical, or written, depending on the task.

Presentation

Expectations

Good presentation supports learning and pride in work, but expectations should be age-appropriate and proportionate.

Teachers should:
- Teach presentation expectations explicitly
- Model good presentation
- Address recurring presentation issues through teaching rather than extensive marking
- Feedback on presentation should:
- Focus on key habits (e.g. headings, dates, legibility)
- Avoid repeated written comments on the same issues

Layout

Pupils will -

-Begin each new piece of work with a learning objective (LO) and date, both written in blue pen and underlined with a ruler.

-Rule off below any previous work where there is space left remaining on the page; this ensures the full page is used throughout the pupil book.

-LO and success criteria can be printed by staff and stuck in by pupils (particularly helpful for SEND learners).

-Ensure any sheets glued into books fit within the page, trimming beforehand if necessary.

-Do not keep loose sheets in books.

-Do not accept doodles or graffiti within the book or upon book cover.

Text

-All text to be completed in blue ink (except in pencil for maths recording only).

-Pupils will write in *cursive handwriting*, joining the majority of letters, and deciding themselves which letters are best left un-joined.

-Mistakes should be crossed out neatly with **one** pencil line: no scribbling.

-The use of correction fluid or erasable pens is not permitted.

Diagrams and illustrations

-All drawing to be completed in pencil.

-Labelling to be completed in pencil; lines to be drawn with a ruler.

-In books, colouring in using pencil crayon only; no felt tip pens, sharpies, gel pens, etc.

Highlighter pens

-These should only be used to highlight text extracts when completing critical analysis of a piece of work; highlighters are not to be used when writing.

 Feedback

-Teachers to mark in pink pen (not red or any other colour).
-Peer and self-assessment to be written in purple pen.
-Pupils respond to teacher feedback in purple pen.
-Teachers to model *cursive handwriting* in their written feedback in books (and when writing upon the board).

Appendix 1
Subject-specific aspects which will feature within marking and feedback.

English
Use of highlighter on pupils' own work, for comparative judgement, as part of the editing process.
Teacher to use highlighter on final pieces of extended writing, to indicate successful features.
Writing folders show progression of writing over time.

Mathematics
Common use of 'Now try…' for next steps.

Science
SCI to be noted in the margin, in the same way as SPAG coding, when scientific notation is incorrect.

Music
Audio and visual records, and also whole class crib-sheets, are used as part of assessment for learning, demonstrating progression of individuals.

French
Use of highlighter on pupils' own work for vocabulary analysis.

Walkwood
Church of England ✠ Middle School