

## MANOR HOUSE SCHOOL FEEDBACK, MARKING AND PRESENTATION POLICY (PREP SCHOOL inc. EYFS)

Date of Issue: **March 2025**

Date of Review: **March 2027**

Responsibility: **Director of Nursery and Head of Prep**

This policy should be read in conjunction with the **Teaching and Learning Policy** and the **Assessment Policy**

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### **Rationale**

At Manor House, we believe that marking is just one way to assess the achievement of pupils. Whilst it may be used to provide a grade at the end of a piece of work (summative assessment), its primary function is to provide feedback to further learning (formative assessment).

### **Principles**

- Wherever possible, pupils should be involved in feedback and marking practices, encouraging a dialogue for learning between children and adults
- All adults working with pupils should give feedback on their learning
- Feedback may be written and/or oral
- It may be immediate or reflective (i.e. working with the child or marked away from the child)
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels
- It should take into account pupils' targets and their progress towards these
- Feedback and marking will be positive, constructive and promote high expectations and engagement in learning
- There should be a consistent approach to feedback and marking across the school

- Feedback and marking should be manageable for teachers

### **Feedback and Marking in the AfL Cycle**

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities, etc.)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows pupils to reflect on progress in their learning, identifying areas of success and opportunities for improvement
- Feedback and marking will inform planning

### **Approaches**

- Verbal feedback – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms, e.g. annotated notes on planning, the use of VF stamps in books
- On the spot feedback – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways
- Distance marking – this takes place away from the pupils and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors
- Self-assessment and evaluation – pupils are given opportunity to reflect on their own learning, identify progress towards success criteria/targets etc. and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; pupils must then be taught how to assess and evaluate their own learning/work)
- Peer assessment and evaluation – pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

### **Expectations**

- All work should be marked within a week of it being handed in
- Marking by the teacher should be completed in green ink
- Work should be marked to clear and concise learning objectives and success criteria
- It should be positive and specific, highlighting areas of success, but also indicating mistakes or difficulties, as appropriate
- It should show ways of making progress or improving through clear written and/or verbal comments, as appropriate
- Identifying next steps of learning in marking can be presented in a variety of forms (e.g. useful tips, two stars and a wish, questions, etc.) and may be generated by pupils themselves
- Time must be allowed for pupils to read and reflect upon written comments and to make responses to questions asked
- Corrections should be done by pupils, not by the teacher
- Very good work, either in terms of effort or achievement, should be rewarded with a house point/star. It should be done on a differentiated basis, relevant to the ability of the child
- Work on display is considered to be best copy work and may appear unmarked.
- Lists of answers should be marked with a tick if correct and a dot if incorrect, ready for the pupil to try again
- In written work, the teacher will decide on which points of grammar and spelling the marking will focus

It is acknowledged that the detail in which work is marked will differ owing to the ages and needs of the children in the Prep School.

### **Early Years Foundation Stage**

- Verbal feedback is provided, indicating pupils' achievements against the learning objectives and/or their efforts with the work
- Where work is recorded, the teacher will record the learning objectives (differentiated)
- The next step will be identified and recorded on the pupil's work
- The level of support is recorded using the following codes:
  - I Independent Learning
  - CL Child led Learning
  - T Teacher Support

### **Responsibilities**

It is the responsibility of all teachers:

- To provide regular and ongoing feedback
- To ensure that pupils act on feedback
- To mark written work in accordance with the guidance above

It is the Responsibility of the Director of Nursery and Head of Prep:

- To ensure feedback and marking is positively improving learning and progress
- To complete a regular work scrutiny of the department's books at least once a term
- Action with their department areas of concern following the work scrutiny and follow these up in the next scrutiny
- To share good practice with marking in department meetings

### **Presentation**

Our aim is to encourage a high standard of presentation, as relevant to the age and ability of individual pupils. Presentation is acknowledged to be important for the clarity of work and as an expression of self-esteem and respect for an audience.

Children should present their work according to the following guidelines:

- All work should be dated, using the long date for English and the short date for all other subjects. The date should precede any new piece of work.
- All work should have a clear and concise learning objective (KS2 only).
- The date and learning objective should be underlined with a ruler on every piece of work.
- The margin, where present, should be used as a guide. In Mathematics, margins should be drawn in with a ruler and should be no larger than 3 squares wide (KS2 only).
- Each piece of work does not need a new page - paper should not be wasted.
- Children should write with a pencil only, unless a pen licence has been earned.
- The expectation should be that pupils will begin using a blue ink pen from Year 4 upwards, once they have earned a pen licence.
- Pencil will be used for all Mathematics work, unless specifically indicated by the teacher.
- Drawings and diagrams should be made in pencil in normal circumstances.
- Work marked by pupils may be in any colour ink, at the teacher's discretion.
- When self-correcting, girls should be taught to put one neat horizontal line through the error and write the correct version next to it or above it.
- Excessive use of rubbers/ink erasers should be discouraged to avoid dependency on such tools. Use of correction fluid is not allowed.
- The girls will use purple pens to help improve their work (KS2 only)

Work that is messy or that does not follow presentation guidelines should be commented upon. Pupils should be required to tidy up their work at the earliest possible opportunity – in their own time. In extreme cases, exceptionally untidy work may be required to be re-done if it is apparent that the pupil has made minimal effort and shown no pride in her work.

**Melanie Luke/Helen Redward**  
**Director of Nursery/Head of Prep**