



Homer First School and Nursery Marking and Presentation Policy

Principles

- Marking and feedback should directly support learning, helping pupils progress without overloading working memory.
- Pupils should understand that feedback helps them learn the next step or address any misconceptions.
- The school will prioritise quality of writing over quantity, ensuring foundational skills are secure.
- Spoken language is essential to writing development and should be used to rehearse ideas.
- Pupils should develop pride in their work.
- Pupils will focus on neat handwriting, including correct letter and number formation in all written work.

Feedback Forms

Feedback forms are completed for English, Mathematics and Science lessons. Feedback forms are used to identify strengths and next steps and highlight misconceptions and support progression.

Marking Guidelines

Not all pupil's work will be marked, the emphasis will be on, live marking, providing verbal feedback and whole class feedback based upon feedback forms. Live Marking is encouraged and when verbal feedback is provided this is indicating by using a V.

- Any marking comments should always be positive, with very rare exceptions.
- Pupil's work should be marked/reviewed in some form daily.
- Focus on verbal and whole-class feedback to ensure efficiency and impact.
- Independence and support indicators (I and S) are used consistently across all marking.
- Marking should be positive and support a strong writing culture.
- Teachers should ensure that all pupils can easily read and understand any marking comments. Red pen should not be used; blue or black.
- Pupils use purple polishing pens to edit and improve their work from Year 2 onwards.
- Reward systems motivate pupils and support engagement.
- Feedback must be accessible, meaningful and actionable.
- Handwriting and letter formation are corrected at an age-appropriate level.
- Incorrect joins or a lack of joins in handwriting will be corrected to an appropriate age expectation.
- Teachers will underline incorrect spellings and indicate which spellings to practice (no more than 3 spellings to practice per piece of work)
- In Maths, ticks are used; a dot can be used to point out a misconception or correction. Maths corrections should be completed by the pupils.
- In Maths, children to use a traffic light system on pieces of work, to indicate their confidence level with the task. Red – difficult, Orange- gaining confidence & Green – confident.
- In Science, comments/feedback frequently refer to skills.
- Pupils should respond to comments if appropriate, pupils should respond to questions.

Presentation Guidelines

- Pupils must not decorate book covers including planners.
- All work must be titled and dated (short date), for our younger pupils, the title can be written by an adult
- Use of erasers should be monitored.
- Mistakes should be crossed through with a single line and not scribbled out.

Appendix

A system of codes may speed the marking process but will confuse the pupils if too many symbols are used, or if they are given different meanings by different members of staff. We therefore suggest that all staff adopt the same code system. These codes will be displayed on the inside cover of Maths, English and Science books.

?	Unclear. See your teacher to discuss.
//	New line.
➡	To move words or letters.
^	For omissions.
T	For incorrect tense.
-	For incorrect spelling
.	For corrections
I	Independent work
S	Supported work
V	Verbal feedback