

# Emscote Infant School

## Marking and Presentation Policy



### AIMS

The aim of this policy is to ensure that all children receive feedback on their work in such a way that is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-or peer-assessment.

### PRINCIPLES

Marking can have different roles and purposes at different times and feedback on children's work can take the form of verbal or written marking, peer assessment and self-assessment. However, three principles underpin effective practice; marking or verbal feedback should be:

- Meaningful – have an impact on pupil progress and outcomes
- Manageable – children should be able to read and understand the feedback provided at an age-appropriate level; staff should be able to manage the workload created by marking of work
- Motivating – any feedback should help to motivate children to progress. This does not always mean writing in-depth comments or being universally positive; sometimes, short, challenging comments or verbal feedback are more effective. The aim is for children to accept challenges and take responsibility for improving their own work

Marking might therefore:

- Acknowledge effort and attainment.
- Provide constructive feedback where necessary.
- Give suggestions for improving learning, as appropriate
- Correct selected mistakes and offer encouragement.
- Assess pupils' performance against stated learning objectives.

All teachers will display the marking criteria prominently in their class room for children's quick reference.

### METHODS

Focused marking should identify the child's achievement against the learning objective for the lesson and may identify the next steps in learning/development points, where appropriate.

Where appropriate, English skills may be marked and commented upon in other subjects, however, this should not be the primary comment; the focus should still remain as the learning objective for that subject.

Within any piece of work a limited number (usually up to three) of high frequency, or 'tricky' words should be identified for correction. Any identified spelling errors should be practised at least three times along the line.

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Incorrect spelling of important subject-specific vocabulary should be highlighted or corrected.

Verbal or written feedback should allow the children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but good to learn from them and remedy them. This is in line with a whole school approach to developing growth mind-sets.

Children will be taught to edit their work:

At the initial drafting stage, children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly, as this can inhibit the creative process. Therefore, dictionaries and thesauruses would not normally be encouraged at this stage. However, as part of the renewed English curriculum, children will be encouraged to edit and improve vocabulary choices and spellings as part of the editing process:

1. Written marking should be completed in green pen (T and TA)
2. Yellow highlighters may be used to identify development points.
3. If written feedback has been provided or a yellow highlighter has been used in the marking, children will be provided with an opportunity to read and check work; they may respond, if appropriate, or may be encouraged to act on advice in future lessons.

As outlined earlier, opportunities will be provided for children to self-or peer-assess their work. An adult will check and acknowledge work assessed in this way.

Maths Marking:

We are implementing a Mastery approach in maths teaching and learning. This involves the teaching of sequences of small steps in order to scaffold all children in accessing the learning objectives. It may appear in books that children are correctly completing the majority of their independent work; however, this does not indicate that the work is too easy but instead that the scaffolding has been successful.

For common errors, a modelled example may be provided or an example to complete.

Alternatively, errors may be discussed in the following lesson on a 1:1, small group or whole class basis.

Presentation of work:

All children will write in pencil. Correct letter formation is reinforced in EYFS and by the end of KS1 children will be developing a cursive style of handwriting.

Children should be encouraged to avoid the use of rubbers in their work; a single line should indicate an error, rubbers to be used at the teacher's discretion.


When marking, staff in EYFS and Year 1 should model a neat print style, moving to a fluent, cursive style of handwriting in Year 2 and comments must be written in child friendly language.

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### MARKING SYMBOLS

	Circle incorrect or missing punctuation (as age appropriate) A yellow highlighter might be used for this purpose.
^	Insert – when something has been missed out.
I	Work completed independently.
sp	Underline a spelling or a mistake – give the correct spelling at the end of a piece of work or encourage use of dictionaries, as age-appropriate.
TBD	To be discussed (e.g. in the following lesson)
v	The work has been discussed with the child (verbal feedback)
T	Indicated that the work has been completed with a high level of teacher support.
TA	Indicates that the work has been completed and/or marked under the supervision of a teaching assistant.
.	Used to indicate an error instead of crosses, as appropriate (often in mathematical work).


Marking symbols should be displayed in every class room for pupils' reference (see appendix 1)  
Reviewed: Feb 2026

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How your work will be marked at Emscote Infant School/

Your teacher will try to talk to you about your work when you have finished it, but if it is marked later these symbols will be used:

	You have used the wrong punctuation or there is punctuation missing. A yellow highlighter might be used.
^	You have left something out
I	You completed this independently
sp	You have spelt a word incorrectly – the teacher has written the correct spelling at the end of your work or you may be encouraged to use a dictionary to check
TBD	To be discussed (in the following lesson)
D	Dictation work
V	The teacher has discussed your work with you (verbal feedback)
T	The teacher has helped you complete this piece of work
TA	A teaching assistant has helped you with this work
.	This is wrong – you will need to do a correction (mainly maths)