



Langwith Bassett Junior Academy Feedback , Marking and Presentation Policy

DOCUMENT CONTROL

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Version Number	Date Issued	Updated Information	
V 1.0	May 2024	<u>Updated Policy</u> Addition of need to highlight where learning intentions have been met. Removal of reference to guided handwriting lines in pupil books. Changes to reflect focus on live marking and verbal feedback Changes to pupil editing procedures and colours to denote staff marking.	
	September 2025	<u>Updates to policy</u> Added detail regarding the benefits and process of live marking	

This is the Policy of:

Langwith Bassett Junior Academy
 Bassett Hill
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Aims:

The aim of effective feedback and marking is to directly impact on children's progress. At Langwith Bassett Junior Academy we believe the most effective means of doing this is to give clear verbal or written feedback. We believe it is important to create consistency in standards of presentation across the academy and to motivate each individual to present their work in the best possible way.

As well as directly impacting on progress, effective feedback and marking also informs other readers, parents and colleagues of the support and guidance a child has received. This is useful when making accurate judgments on attainment and progress.

Principles that guide our approach to feedback and marking

- Be manageable for the teaching team and accessible for children.
- Give praise and recognition for achievement and clear strategies for improvement.
- Allow specific time for children to receive, reflect and respond to marking. This may be verbal or written where appropriate.
- Respond to individual learning needs taking opportunities to mark with the child where appropriate.
- Use consistent codes through school.
- Ultimately be seen by children, parents and staff as a supportive, positive step to learning.

Marking Protocol:

All practitioners should be consistent in their marking as detailed below.

Live marking and verbal feedback will be the priority as research shows this has most impact with younger children. It is more immediate and relevant for the child and supports teacher workload. Live marking in primary schools is a feedback method where teachers provide immediate, often oral, feedback and guidance to students during the lesson, while they are still working on a task, to address misconceptions and drive learning forward. This assessment approach allows for timely, individualised feedback linked to learning objectives and success criteria, helping students to improve their work in real-time, reduce errors, and foster a deeper understanding.

Live marking takes place 'there and then' in the classroom and has several main benefits :

- 1) Live marking encourages "in the moment" conversation between teacher and student rather and allows the pupil to respond and improve immediately
- 2) Pupils are encouraged to consider improvements or corrections rather than being provided with the answers. With marking after the fact, pupils do not always return independently to see any corrections suggested.
- 3) The frequency and speed of using live marking builds in regular opportunities for students to develop, recap and reinforce learning as part of curriculum design.
- 4) Verbal feedback which is targeted to help students improve their work means that students can instantly act upon feedback, developing understanding and significantly reducing written marking for the teacher. The time spent on lengthy written marking is not always commensurate with impact on pupils' learning.
- 5) Choice of seating arrangements enables other children to listen into 'conference conversations' and also improve their work.

- 6) Patterns are quickly identified allowing the teacher to provide whole class oral feedback and next steps in learning activities.
- 7) Live marking encourages pupils to revisit their work and develops pupils taking responsibility for their own learning

A letter V will be used to indicate where a verbal discussion has taken place. The impact may be noted through pupil editing or later development but the verbal discussion itself **will not** be annotated as this reduces the amount of pupils that can be supported.

All pieces of written work should be marked, (with at least a tick) to show the teacher/adult has acknowledged, read or responded to it.

Children should not be expected to respond to feedback for every piece of work, this should be as and when appropriate with the intention that it should **always impact on progress**.

Staff will take care to ensure all children are included in this process and none are regularly favoured or missed in the time allocated.

Subject Specific Marking and Response to Feedback Protocol

Writing

- All work should be marked underneath the child's writing.
- Feedback and marking must highlight
 - Where the child has met or exceeded the learning intention.
 - Common errors or omissions from previously taught content. These must be corrected so as to challenge misconceptions and ensure the development of good habits.
 - Developmental improvements or next steps to ensure progress towards new or recent learning Intentions.
- Corrected errors, next steps and improvements should be made appropriately at the first opportunity by the child.
 - In KS1 these should be undertaken with an adult. All adults should have consistently high expectations of children when enforcing previous content and addressing next steps.
 - In KS2 opportunity should be given for children to regularly edit and improve their own work and carry out peer editing, prior to the writing being marked by the teacher. In Y3/4 this will be a supported process involving a focus of simple peer editing. In Y5/6 this may be focus on a wider, more challenging range of writing conventions as appropriate
- Where a piece of independent work is marked, which can be used for evidence against an objective in line with the Government expected standards, this should be initialed by the marker with the date it was marked and the assessed level noted at the top corner of the page.
- Handwriting practice at an appropriate level will take place at least weekly in FS – Y4 and be continued in Y5-6 where pupil handwriting and presentation require additional support.

Mathematics:

- All work should be marked and this must relate directly to the learning objective.
- Feedback and Marking should state 'next steps' and incorporate support, scaffold and stretch where appropriate.

Key Stage One: Live marking will take place wherever possible and response should always be undertaken with an adult, to ensure quality, either at the start of the day or during TA/Teacher supported time in the afternoons or within lessons.

Key Stage Two: Live marking should take place within the lesson to ensure errors are highlighted and misconceptions challenged in a timely manner. Children should always respond to any further feedback and marking, where appropriate, at the start of each maths lesson

Other Curriculum Areas

- All work should be marked with at least a tick.

Presentation

All English and mathematics books should have a 'Presentation Checklist' and a 'Marking Key' stuck onto the front page. (See appendices)

Subject Specific Presentation Protocol

English

- All teachers should mark in blue pen and all support staff in green pen.
- Children should edit and respond to feedback and marking using purple pen.
- In Key Stage 1 the date and learning Intention for the session will be stuck into children's books.
- In Key Stage 2 the children will write the date and learning Intention into their books, as detailed in the Presentation Checklist.
- Where appropriate, SEND children in Key Stage 2 will write the date themselves, but will stick the learning objective in.
- Worksheets must be kept to a minimum and not stuck in books unnecessarily. Where papers are stuck in books they must be trimmed to fit without overhang.

Mathematics

- Key Stage 1 pupils will have a 'Steps to Learning' grid at the top of the page with the date and learning Intention. This will be broken down into Bronze Silver and Gold to show progressive steps.
- Key Stage 2 children will write the number date, as detailed in the Presentation Checklist and the Learning Intention for the session
- All teachers should mark in blue pen and support staff in green pen.
- Worksheets must be kept to a minimum and not stuck in books unnecessarily. Where papers are stuck in books they must be trimmed to fit without overhang.

Appendices

- Key Stage One Presentation Checklist
- Key Stage Two Presentation Checklist
- Marking key
- Non negotiables for writing
- Phonics overview
- Spelling list Y1/2
- Spelling list Y3/4

- Spelling list Y5/6



Key Stage 2 Presentation Checklist English

- Use a sharp pencil or school handwriting pen
- Write the date in full on the left, starting at the margin
- Write the learning objective on the next line
- Underline the date using a ruler
- Start writing at the margin
- Miss a line between paragraphs
- Cross out mistakes neatly with a ruler



Key Stage 2 Presentation Checklist Mathematics

- Use a sharp pencil
- Write the number date on the left
- Underline the date with a ruler
- Write numbers in squares – 1 digit per square
- Space your workout neatly
- Cross out mistakes neatly with a ruler



Langwith Bassett Marking Key for EYFS and KS1

“.....” Comments or speech from the child

V Verbal feedback given

S Supported work

I Independent work

C Child asked to check and correct
previously taught content ie

- capital letters,
- full stops,
- letter formation,
- tricky words,
- number formation

Non – Negotiables for pupils written work

These statements are the previously taught material for each year group that the vast majority of pupils must use in their work. This table shows features that should already be in place by the beginning of each year group for marking purposes. Errors in these must be highlighted as part of the feedback and marking process, and pupils must make the appropriate corrections.

Next steps in feedback and marking should focus on new learning outlined in the Learning Intentions.

	Writing	SPAG
Year 1 (Year 1)	<ul style="list-style-type: none"> Write simple phrases that can be read by others. Begin to form letters correctly Spell sounds represented by known graphemes Use finger spaces Begin to use full stops 	<ul style="list-style-type: none"> Say the sound for each letter of the alphabet. Demonstrate sound blending to read words and begin to use this in writing
Year 2 (Year 1 content)	<ul style="list-style-type: none"> Begin to use capital letters and full stops accurately Form letters correctly Clear spaces between words 	<ul style="list-style-type: none"> Spell words using taught phonemes Use –es or –s for plurals Use –ing, -ed,-er,-est where no change to root word is needed Correctly use “and” Use capitals for names and I
Year 3 (Year 2 content)	<ul style="list-style-type: none"> Use verbs consistently in the correct tense Form letters correct size in relation to each other. Begin to use correct joins. Use spacing between words that reflects the size of the letters. Use capital letters, full stops, question marks, exclamation marks, apostrophes and commas 	<ul style="list-style-type: none"> Selecting many of the correct graphemes in spelling Spell common exception words Use apostrophe for contraction and possession Use –ment,-full, -less, -ly, -ness Use subordination (when if that because) and coordination (or and but)
Year 4 (Year 3/4 content)	<ul style="list-style-type: none"> Correctly use diagonal and horizontal joins Ensure ascenders and descenders do not touch. Use pronouns accurately Begin to use paragraphs around a theme 	<ul style="list-style-type: none"> Spell most common exception words English appendix year3/4 Use possessive apostrophe for plurals. Correct use of a or an Use of standard verb inflections ie we were rather than we was Begin to use inverted commas for direct speech Proof read for spelling errors
Year 5 (Year 4 content)	<ul style="list-style-type: none"> Correctly use diagonal and horizontal joins and know when letters are best left un-joined. Use parallel and equidistant down strokes and ensure ascenders and descenders do not touch. Use pronouns accurately Use paragraphs around a theme 	<ul style="list-style-type: none"> Spell majority of common exception words English appendix year3/4 Use possessive apostrophe for plurals. Correct use of a or an Use of standard verb inflections ie we were rather than we was Begin to use inverted commas for direct speech Proof read for spelling errors
Year 6 (Year 5 content)	<ul style="list-style-type: none"> Write legibly fluently and with increasing speed. Proposing and using changes to vocabulary grammar and punctuation to clarify meaning Ensure consistent use of tenses Ensure subject verb agreement Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> Spell majority of common exception words English appendix year 5/6 Spell using silent letters Use correct homophones Use-ate, -ise, -ify Use de-, dis-, mis-, over-, re-,

	Phonics Phase	Phonics Sounds
FS1	Phase 1	Pre-reading
FS2	Phase 2a	Phase 2 – s,a, t, p, i, n, m, d, o, g, o, l
	Phase 2b	All Phase 2 – s, a, t, p, l, n, m, d, o, g, c, ck, e, u, r, h, b, f, f, l, ll, ss
	Phase 3a	Phase 3 – j, v, w, x, y, z, zz, qu, ch, sh, ng, ing
	Phase 3b	Phase 3 - j, v, w, x, y, z, zz, qu, ch, sh, ng, th
	Phase 3c	Phase 3 - ai, ee, igh, oa, oo, ar, er, ur, ir
	Phase 3d	Phase 3 – or ow oi ear air ure
FS2 and Revision Y1	Phase 4a	Phase 4 – Initial blends st, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, sm, shr, str, thr, tw, sk
	Phase 4b	Phase 4 – final blends nd, mp, nt, nk, ft, sk, lt, lp, nch Teach ‘wh’
	Phase 4c	Consolidation of phase 4
Y1	Phase 5a	a (as ai), e (as ee), o (as oa), i (as igh), u (as ue)
	Phase 5b	a-e, e-e, i-e, o-e, u-e, soft c, g (giant) , y (as ee), y (as igh)
	Phase 5c	ay, ea (ee), oe/ow, ie, oy, ea (e), ou (ow), ey (ee)
	Phase 5d	au, aw, ue (blue), ew (new), ph, zh (s)
	Phase 5e	alternate ie (ee), a as o (wand, watch, swan, squash), ch as sh (chef), ch as sc (school), ou as u (could), ou as oh (shoulder), ou as oo (soup)
	Phase 5f	Alternative sounds (see Phonics overview)

In Y2 all pupils revise phases up to F5 as necessary and undertake phase 6 which is more SPAG and spelling rule based.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	