



SPARKEN HILL
ACADEMY

Marking and Presentation Policy

Version	Prepared by	Reviewed Date	Reviewed by	Next Review Date	Comments
1.0	RTL	26/02/2026	F&P	February 2027	Reduced content

Marking Policy

Presentation

Presentation is not only a reflection of the children's work, but the teacher and their expectations they have for their pupils.

It is important to instill a sense of pride in children by setting high expectations for the presentation of their work.

The following agreed procedures for the presentation of children work should be implemented by all staff:

- The cover of all books should have printed labels in the agreed size and style of font with – child's name, year group, class, subject (book number where relevant)
- There should be no graffiti on any books.
- All work should conform to the agreed handwriting font (FS & KS1 Comic Sans, Sassoon Primary and Primary Dots and KS2 XCCW Joined 1a)
- Written work must start with the date and LO (typed or written) on the left-hand side of the page and on the date line; this should be underlined with a ruler.
- The short date (in numerical form) should be used in maths books.
- If it is a continuation of a piece of work across more than one day, pupils should write the short date in the margin before continuing.
- When a child has missed a lesson, the reason and date must be added to their book. E.g., 3/7/34 intervention OR 3/7/24 Absent
- Judicious use of rubbers to correct mistakes is permitted.
- In mathematics consolidation books and Power Maths Practice Books, pupils should be taught to record one number per box/square.
- The use of worksheets should be strictly limited to encourage independent writing skills, especially in Key Stage 2.
- In Year 5 & 6, where pupils have shown consistently correct formation of their letters and words, teachers may choose to give them permission to write with a handwriting pen.
- A line should be missed to indicate a new paragraph. This helps inline marking where appropriate.
- Headings and subheadings should be underlined.
- Work should be stuck into books neatly, straight and without work going beyond the boundary of the book.

Teacher expectation, persistence and consistency are the key to improvement in children's progress both in presentation and achievement.

Why Mark?

Marking with a purpose is the key element of our effective, consistent policy throughout school. All teachers and Teaching assistants (taking groups of children) are required to mark the work they have supported.

We mark to:

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Assure children that we value their work, and to motivate them to further progress.

Assess each child's progress.

Identify problems and to help us plan for future learning.

We mark to the specific learning objective of that piece of work / specific target for that child

The books reflect the progress each individual child has made and the responses they have made to the targets set by the class teacher. Remember the books are a tool to help you write the reports and aid levelling and set future targets.

How do we mark?

Marking takes place using:

- Green Ink (Teachers)
- Blue Ink (TAs)
- Purple Ink (Children)
- Black Ink (Supply/Trainee Teachers)

We should always remember that:

- The degree of maturity and ability of the child will affect the form and extent of the marking.
- We mark not only to correct error, but also to indicate & celebrate success and extend or challenge.

We use a PRAISE and CHALLENGE approach with next steps for the children.

e.g.

Well done – you have ...

I really like the way that you have...

Next time...

In the future...

We use symbols when appropriate. (See Appendix).

- We recognise the impact that positive praise can have on a child's motivation, especially where they have achieved their target.
- However, with high expectations and clear learning objectives comes CHALLENGE. Praise should be EARNED and therefore recognised. Lack of effort should be challenged through the marking.
- Live marking alongside a child is a simple but effective technique of the marking of books during a lesson. Encouragement and motivation may be offered and strengths and weaknesses evaluated. This reduces marking workload outside of the lesson hours. However, this is not always possible, so a balance of praise and challenge throughout the book, highlights both encouragement and targets for further improvement.
- At Foundation Stage / Key Stage 1 (and frequently at KS2), most of the work that is marked takes place whilst speaking to the child. Work will include clear targets for the next stage of learning / development.
- In KS2, CT marking is acknowledged by the pupil in terms of completed their target or next step (for example, copying out a spelling each time or editing writing based on next steps).
- The use of non-negotiables appropriate to age related skills are employed throughout the

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school. E.g Lack of capital letters for names, spellings of ARE words, mixing capitals and lower-case letters, lack of cursive writing

- Children are encouraged to take a proactive role in assessing their work and marking through a variety of self-assessment activities / strategies. This needs to be planned for.

When do we mark?

All work needs to be acknowledged using the agreed marking symbols within this policy. Following the non-negotiables in our marking policy, the symbols will be used for every piece of work.

e.g ✓ A .

✓ adjectives

➔ sp

➔ commas after fronted adverbials

Extended pieces of writing must be marked in depth with a positive comment and a next step to edit in relation to our assessment framework.

E.g.

✓ Well done! You have written an excellent story with a range of adjectives to describe and you've used capital letters correctly.

➔ Punctuation around speech

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Target	Symbol	Action
Indicate a good point or correctness	✓	Possible improvements could still be suggested
Indicate an incorrect point	✗	Discuss or write down correct answer
Indicate that something does not make sense	?	Put an explanation in the margin or a * and an explanation at the end.
Capital Letter	A	We draw attention to grammatical errors by underlining / circling the error. Consider judicious use of a 'double tick' if a child achieves their targeted improvement.
Full Stops	●	
Finger Spaces		
Learning Objective achieved	LO✓	
Next Steps	➔	
Verbal Feedback (CT to write one word after VF to state what the VF was about. e.g VF capital letters VF presentation	VF	
Indicate a spelling mistake (Key words and words you would expect a child to know for their ability)	Underline the word with wiggly line & write "sp" next to it.	Write the correct word in the margin or at the end of the piece of work for the pupil to copy out three times. No more than three spellings to be copied out per piece of work.
Indicate a missing capital letter	Put a circle around it	Ensure pupil understands the reason - put in a few capitals if needed
Work to be corrected in MATHS	✗	Unless lots are wrong - thereby a comment would be made and support necessary.

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ADDITIONAL MARKING NOTATION (FOR MONITORING PURPOSES)

If none of the above have been used, it is assumed independent or use	I	
Guided work	GW	
Support / aided work	S	

Monitoring of Marking and Presentation

Monitoring of Marking and Presentation will take place during regular book / work scrutiny activities.

These are undertaken by the Principal, Phase Leaders, Monitoring Teams and individual coordinators.

Teams should be formally and informally monitor marking and presentation within their fortnightly planning team meetings.

Written feedback will be given formally to individuals and phase leaders with recommendations given.