

Bierton CE Combined School

Marking and Presentation

Policy



'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'

Matthew 5:16

Date: July 2025

Date of Review: July 2026

Our Vision

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'
Matthew 5:16

Rationale

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- o Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- o Be specific, accurate and clear
- o Encourage and support further effort
- o Be given sparingly so that it is meaningful
- o Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- o Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons

Introduction to learning

Towards the beginning of the lesson, the learning question (LQ) will be shared. All lessons will encourage children to consider the knowledge, skills and understanding that they are learning.

Opportunity for challenge

In every lesson, children will be appropriately challenged in the form of mini challenges, deeper thinking questions or an additional task so that all children have the opportunity to achieve their potential.

Pupil articulation of learning

Children should be able to answer the following questions in lessons:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Providing feedback to pupils

At Bierton CE Combined, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach. Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required.

Rapid and responsive interventions may also be used and could be delivered by teachers or learning support assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention. Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Feedback strategies

Teachers will use a range of strategies within their class, e.g. Talk partners, no hands up, lollipop sticks, diagnostic questioning and 'Talk tactics' to ensure that all pupils are involved in the feedback process.

Talk Tactics:

Instigate – Present an idea or open up a new line of enquiry

Probe – Dig deeper, ask for evidence or justification of ideas

Challenge – Disagree or present an alternative argument

Clarify – Ask questions to make things clearer and check your understanding

Summarise – Identify and recap the main ideas

Build – Develop, add to or elaborate on an idea

Presentation

To ensure that we encourage our children to take pride in their work, we will continue to use

P- the presentation does not reflect what the pupil is capable of

P= the presentation reflects what this pupil is capable of

P+. the presentation is better than what is 'usual' for this pupil

During a lesson or at the end of a lesson, an adult needs to complete the presentation column on the contents page. If a pupil receives three P+ in a row, they receive 5 Dojo points. If a child receives 3 P- in a row, they stay in at break or lunch to re-do the piece of work.

The following presentation guidelines must be implemented by all staff. Samples of children's books will be routinely monitored to check these guidelines are adhered to:

- The cover of all books should have a sticker with: - Child's name - Book title
- There should be no graffiti on any book – if doodling/ graffiti is found, this equates to 3 P- and the child will stay in to erase/ make good. If this is in pen, they lose their pen licence until they can show a consistent, high-quality level of presentation again
- All worksheets need to be trimmed so they don't overlap pages or stick out
- Where a child has missed a lesson, the reason should be recorded e.g. Intervention, or PA (pupil absent) with short date
- Where lessons have been taught by a Supply Teacher, this should be recorded as ST
- All marking should follow the agreed Marking & Feedback Policy and staff should model school handwriting.
- Where pupils have developed accurate letter formation and been awarded their Pen Licence, they should use a blue handwriting pen for all written work apart from Maths.
- One line should be drawn through any mistake
- Rubbers to be used with discretion but only on rare occasions, as rubbing out does not allow for the monitoring of progression

Marking

All teachers should mark using **purple pen**; all teaching assistants should mark using **black pen**.

At Bierton CE Combined School, all work will be marked, however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books outside of the lesson. A lengthy next step is not necessary as misconceptions will be addressed in the next lesson.

In addition, Dojo points, stickers, Headteacher/ Deputy Headteacher awards should be rewarded where necessary to indicate who has worked extremely hard and has shown great progress within a lesson.

Marking Approach to Maths

Maths No Problem Workbook

Within the lesson, adults or children can mark the pupil's work. After ten (or so) minutes independent work, teachers need to display answers on the board for children to neatly self-mark their work so far. Teachers to set expectations at the start of the year for how to tick their work neatly. If this is then not adhered to, this equates to a P-. Pupils need to tick and complete any corrections in green pen. At the end of the lesson, teachers need to display the rest of the answers and children complete their self-marking. During the lessons, adults need to go around marking and addressing any misconceptions/ gaps in pupils' learning. Any modelling by an adult needs to be modelled in the pupils' book and not on a whiteboard. The only expectation for teachers after the lesson is to complete the contents page. Where intervention is given by an adult, the following key needs to be marked next to the pupil's work.

Key	Reason
V	Verbal feedback was given
M	Manipulatives were used to support learning
C	Challenge given

Number formation

The Maths team have created a number formation sayings resource for consistent approach across school. Incorrect number formation needs to be picked up and addressed within the lesson. Adults need to model correct formation with an orange highlighter in pupils' books for the children to go over in pencil and then complete at least 3 further examples. In KS1 (and KS2 where needed), teachers need to have sayings/ number formation mats displayed and accessible for pupils.

Math's Journals Expectations

Maths journals replace the need for whiteboards.

- Children in Year 1 will use a square learning journal.
- Children in Year 2 and Year 3 will use a square journal for number formation and number calculations (Autumn term); / A4 plain learning journal (Spring & Summer)
- Children in Year 4 – Year 6 will use an A4 plain learning journal.

Year 1 – Learning Journals

Children need to write the short date and underline it.

Adults model correct normal formation and placement in the squares.

When children are drawing part-whole models or pictorial representations, they use the squares as a basis for this.

If they have used less than half a page in the previous lesson, the child needs to draw a line with a ruler across the page and then complete that day's work underneath. If there is less than half a page of space left, the child starts on a fresh new page.

Year 2– Year 3: Number formation / Formal calculation book

These books are used for lessons involving number formation and formal written calculations (e.g. using the column method for addition and subtraction).

Children need to write the short date and underline it. They also write the chapter and lesson (e.g. Ch1, L1).

Adults model correct normal formation, placement in the squares and alignment of digits according to place value.

At times, these books will also be used for part-whole models, bar models and other pictorial representations. The squares will be used as a basis for this and neat presentation will be modelled to the children.

If they have used less than half a page in the previous lesson, the child needs to draw a line with a ruler across the page and then complete that day's work underneath. If there is less than half a page of space left, the child starts on a fresh new page.

Years 2-3 (Spring & Summer) & Year 4 – Year 6: A4 Learning Journal

These journals are used for all areas of mathematical learning.

At the start of each lesson, the children fold their page in half vertically.

Children need to write the short date and underline it on the left-hand side of the page. They also write the chapter and lesson (e.g. Ch1, L1).

The left-hand side of the page is used for general classroom recording and for guided practice (GP). The right-hand side of the page is used for the challenge activity (see appendix 4)

Adults model correct presentation and consistently enforce high expectations.

General Guidance for all books

During the lesson, the expectation is for the pupil to mark their work (or an adult) within the lesson. If the work is not marked within the lesson, the class teacher needs to mark the work after the lesson. Where intervention is given by an adult, the same key as the workbook needs to be used. If the child completes a Guided Practice activity, they need to write GP next to the short date.

Chapter Formative Assessments (see appendix 2)

A digital maths spreadsheet has been created for each class, with a separate tab for each chapter in the workbook. At the end of each lesson, an adult will highlight whether the child has fully met (3), partially met (have needed adult support or have a developing understanding) (2) or has not yet met the learning question (1). If a child is absent, 'a' will be entered.

End of chapter reflections (see appendix 1)

These need to be stuck in prior to starting a workbook.

At the end of each chapter, children complete a review covering the concepts they have learnt. The review is completed independently. Although the review is completed independently, some children continue to benefit from the questions being read aloud. All children can have the question read aloud but no additional guidance or explanation is given. Children may have also access to manipulatives to support their understanding. If manipulatives are used, the class teacher will make a note of this on the chapter formative assessment sheet.

Following the lesson, the review is marked by the teacher. The score achieved is recorded on the 'Chapter Formative Assessment' sheet (see appendix 2) and also on the child's reflection sheet. Teachers also make note of any areas for development and gaps in learning to inform future planning. These may be included in future 'Flashback 4' activities. There are also revision quizzes for the pupils to complete. Teachers/ pupils will follow the same process as above.

Please note, reviews should be completed independently under test conditions directly after the pupils have finished that chapter of work.

End of chapter review – Class spreadsheet

Once children have completed their end of chapter review, their scores will be recorded on the class spreadsheet. Where applicable, the number of 'number' and 'word' questions will also be recorded. This information will be used by teachers to identify focus children, as well as development areas. Subject leaders will use this information to assess the impact of pre-teaching, identify trends across the school and plan future development.

HLTA expectation – same as above

Marking Policy Approach to Literacy

Reception/ Year 1

For every Literacy lesson, teachers need to create a slip which has the short date and the LQ written on it. Teachers will indicate whether a child has worked independently by circling an 'I for independent'; 'SHG for Some Help Given', 'MHG for Much Help Given'. Teachers will have the following symbols on the sheets and indicate whether the child has achieved the elements by circling/ ticking the symbol in purple pen.



Years 2-6

Contents page for the unit (see appendix 4)

At the start of each unit, teachers need to create a contents page covering all of the LQs within the upcoming unit of work. At the end of the individual lessons, children will write the short date next to the LQ and self-assess on how successful they feel they have been in the lesson: LP1 = still in the learning pit; LP2 = on the way out of the learning pit; LP3 = out of the learning pit. The children will need regular reminders about what LP1-3 actually mean. After the lesson, adults need to highlight the LQ based on how successful they have been: pink = achieved the LQ; orange = partially achieved the LQ; green = not achieved the LQ.

HLTA expectation – same as above

Sentence stacking lessons

Within the lesson, children will receive immediate feedback. Adults need to highlight elements linked to LQ in pink and any basic errors in green (based on their current ability). This needs to be discussed with the child why the writing is pink or green. During the lesson (or afterwards if no time), teachers add P+, P= or P- for presentation on the contents page. At the end of the lesson, children write LP1, 2 or 3 next to the LQ on the contents page. Teachers highlight on the contents page according to how successful they have been – see section above.

Independent writing lessons/ Free Writes/ Pupil conferencing

During the whole-class teaching element of the independent writing and free write lesson, teachers model the first paragraph based on the plan. Teachers must then hide the model. Pupils work independently for the rest of the lesson.

Pupil conferencing

Conferring is having a genuine and meaningful conversation with a student to develop a sense of where they are at with independent writing and what feedback we can offer so they can move forward with their learning. We listen to their thinking, talk about their writing and provide personalised support to hone their individual writing processes. By creating a safe conferring environment, we help writers adapt and develop their own skills and strategies as they explore. Conferencing will be trialled in the following year groups:

Year Group	How often/ how long/ how many pupils?	When?
2	Weekly/ 45 minutes/ 5 pupils (approx.)	Free Write lesson (after input)
3	Weekly/ 45 minutes/ 5 pupils (approx.)	Free Write lesson (after input)
4	Weekly/ 45 minutes/ 5 pupils (approx.)	Free Write lesson (after input)
5	Weekly/ 45 minutes/ 5 pupils (approx.)	Afternoon lesson
6	Weekly/ 45 minutes/ 5 pupils (approx.)	Afternoon lesson

Book Marks

Book Marks will be used to highlight to pupils what their current targets are. Pupils will be working on three targets at any one time. Each target will have a date in the column to the left of it to mark when it started. When a pupil demonstrates that they can independently achieve a target three times, this is then dated in the column to the right. A new target is then provided for the pupil. Once a pupil achieves a target, they will unlock an element of their avatar*. (see Appendix 6)

* Avatars will be used to incentivise pupils to achieve their targets

Marking Code for Independent / Free-Write Lessons

Every time a child completes an independent or free-write, their learning will be read and acknowledged by the teacher. The marking and feedback given will be based on each child's individual targets. A marking/feedback code will be completed by the class teacher at the bottom of the piece of writing in the margin.

✓	Child has achieved the target.
•	Child has not achieved the target.

Examples:

✓ ✓ . Targets one and two have been achieved. Target three has not yet been achieved.

✓ . ✓ Targets one and three have been achieved. Target two has not yet been achieved.

Marking Approach to foundation subjects (appendix 7)

For all subjects, teachers need to create a contents page of LQs at the start of a unit of work. At the end of the lesson, children need to write the short date and LP=1,2 or 3 next to the relevant LQ. During the lesson (or afterwards if no time), teachers add P+, P= or P- for presentation on the contents page. After the lesson, the teacher needs to acknowledge the work by ticking or commenting and highlight the LQ according to how successful they have been: pink = achieved the LQ; orange = partially achieved the LQ; green = not achieved the LQ.

Evaluative Learning

Reflections

In every lesson, children identify where they are in the learning pit. Eg. LP = 2 on the contents page. This would mean that the child felt at the end of the lesson that they were beginning to climb out of the learning pit but hadn't quite reached the top.

Children will also receive regular opportunities to peer assess in lessons to help support one another on their learning journey.

Independence

We have a wealth of experience at Bierton: Teaching Staff; Learning Support Assistants and Trainee Teachers. It is important that all pupils, despite their educational need, work independently at regular points throughout the week. This will ensure that they do not become over-reliant on an adult's support.

Support

All children need to have an opportunity to work with an adult at least once a fortnight in each subject. This would consist of five minutes 1:1. When an adult works with a child, all modelling must be in the pupil's book to demonstrate what support took place.

Appendix 1

End of chapter reflections



Bierton CE Combined School

Maths No Problem
Personal Reflection



Name:	Class:	Textbook: 1A
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Chapter 1: Numbers to 10				
Review (Pages 20 - 24)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 2: Number bonds				
Review (Page 30)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 3: Addition within 10				
Review (Pages 48 - 52)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 4: Subtraction within 10				
Review (Pages 68 - 70)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 5: Positions				
Review (Pages 88 - 90)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 6: Numbers to 20				
Review (Pages 102 - 106)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 7: Addition and subtraction within 20				
Review (Page 124)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter 8: Shapes and patterns				
Review (Pages 134 - 136)				
	Number	Word	Total	Notes:
Number of questions:				
Score:				

Chapter Formative Assessment

[illegible]

Appendix 3

Example of journal presentation

10.7.23
Ch14, L5

a) 3cm ✓ b) 6cm ✓ c) 3cm ✓
d) 3cm ✓ e) 3cm ✓ f) 4cm ✓ g) 9cm ✓

I would measure each side and then add them to find the perimeter.

GP

1a) $3\text{cm} + 4\text{cm} + 3\text{cm} + 4\text{cm} = 14\text{cm}$ ✓
b) $3\text{cm} \times 2 = 6\text{cm}$ ✓
 $4\text{cm} \times 2 = 8\text{cm}$ ✓
 $6\text{cm} + 8\text{cm} = 14\text{cm}$ ✓

2a) $2\text{cm} \times 2 = 4\text{cm}$ ✓
 $5\text{cm} \times 5 = 25\text{cm}$ ✓ $5\text{cm} \times 2 = 10\text{cm}$ ✓
 $4\text{cm} + 25\text{cm} = 29\text{cm}$ ✓
 $4 + 10\text{cm} = 14\text{cm}$ ✓

b) $3\text{cm} \times 3 = 9\text{cm}$ ✓

Chapter 14: Lesson 5: Challenge

Scott is measuring the perimeter of a rectangle.

Do you agree with Tiny?
Explain your answer.

Dexter thinks that the perimeter of the triangle is 17 cm.

Explain why Dexter is incorrect.

Sam measures the sides to find the perimeters of the shapes.

What mistake has Sam made?

① I agree because opposite sides of a rectangle are the same length. If he measures 2 perpendicular sides and then doubles it he will be able to find the perimeter.

② He has not measured the horizontal base of the triangle.

③ He didn't notice that the triangle is in mm and the Pentagon is in cm. 150mm = 15cm

Appendix 5

Year 2 Narrative Unit: George and the Dragon

Learning Question	Short date	LP = 1,2 or 3	Presentation
How can I use repetition for effect, questions and adjectives to write effective sentences for a story?			
How can I use similes, repetition for effect and expanded noun phrases to write effective sentences for a story?			
How can I use subordination using 'than', compound words and synonyms to write effective sentences for a story?			
How can I use alliteration, co-ordinating conjunctions (so) and onomatopoeia to write effective sentences for a story?			
How can I use verbs, dialogue and onomatopoeia to write effective sentences for a story?			
How can I use verbs, adverbs, adjectives and synonyms to write effective sentences for a story?			
How can I use synonyms, subordination (if) and inner thoughts to write effective sentences for a story?			
How can I use drama techniques to re-enact the capture of a dragon?			
How can I use prepositions, sounds and 'noticing' to write effective sentences for a story?			
How can I use adverbial phrases, questions and adverbs to write effective sentences for a story?			
How can I use conjunctions (but, because), contracted forms and inner thoughts to write effective sentences for a story?			
How can I use commands, subordinating conjunctions (when) and adjectives (final position) to write effective sentences for a story?			
How can I use subordinating conjunctions (that), similes and smells to write effective sentences for a story?			
Independent story writing			
Independent story writing			
Independent story writing			
How can I edit my independent writing?			



Child has achieved the LQ

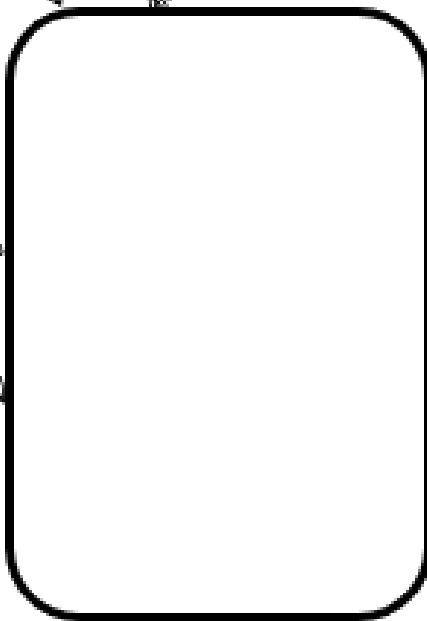


Child has partially achieved the LQ



Child has not met the LQ

[illegible]



Name:	
Species:	
Class:	
Age:	
Background:	
Main Ability:	
Extra ability:	

Gold

Spells

Equipment

Weapons

Appendix 7

Art & Design

Year 1 – Formal elements of art

Learning Question	Short date	LP = 1,2 or 3	Presentation
How can I create a piece of abstract art – inspired by Beatriz Milhazes			
How can I create different types of lines?			
How can I explore line and mark-making to draw water?			
How can secondary colours be made by mixing primary colours?			
How can I mix colour to create my own version of the artwork '0-9' (Jasper Johns)			



Child has achieved the LQ



Child has partially achieved the LQ



Child has not met the LQ