Whole-School Marking, Feedback and Presentation Policy

Policy status	**School policy — for implementation**
Policy owner	Senior Leadership Team
Review cycle	Annually, or earlier if required

Purpose and principles

This policy establishes a consistent whole-school approach to marking, feedback and presentation across Years 7–11, while allowing appropriate subject-specific conventions. Feedback must enable pupils to understand what they have achieved, what they need to improve and how to improve it. Teachers prioritise accuracy, understanding and responsive teaching over the quantity of written marking. The school promotes adab, tarbiyah and islah through care, diligence and constructive improvement.

Pupil presentation: non-negotiable expectations

Pupils write neatly and legibly in blue or black ink, unless a subject requires pencil or an agreed adjustment applies. Every piece of work is dated and has a clear title. Dates and headings begin next to the left margin and headings are underlined using a ruler. Pupils do not write in the margin unless instructed. They leave one line between distinct tasks where appropriate. Diagrams, graphs and tables are completed in pencil with a ruler where needed, with clear axes, units and labels. Books remain clean and orderly: pages must not be torn out, folded or defaced, and worksheets must be securely attached and named.

Corrections and editing

Correction fluid (Tippex) and correction tape are not permitted. Pupils cross out mistakes with one neat line, keeping the original text readable; scribbling, heavy shading and repeated crossing out are not acceptable. Corrections are written clearly nearby or on the next line. Pupils must not erase or overwrite teacher comments. When work is redrafted, the original should remain available as evidence of progress. Pupils use green pen for improvements and additions following feedback, unless an agreed accessibility adjustment applies.

Whole-school marking codes

All staff use the shared codes consistently and teach pupils how to respond to them. The same codes apply across subjects unless a department has explicitly taught and published additional subject-specific codes.

Code	Meaning	Pupil action
S	Spelling	Check and correct the spelling.
^	Missing word	Insert the missing word.
?	Confusing or unclear	Rewrite for clarity or ask for an explanation.
//	New paragraph	Start a new paragraph at the appropriate point.
C / CAP	Capital letter needed	Correct capitalisation.
P	Punctuation missing or incorrect	Add or correct punctuation.

T	Tense	Check consistency and accuracy of tense.
1:1	One-to-one support	Review the point discussed with the teacher.
I	Independent work	Indicates work completed independently.
G	Incorrect grammar, including was/were, is/are and has/have	Rewrite for clarity
WWW	What went well	Recognise the strength identified.
EBI	Even better if	Complete the improvement requested.
→	Next step	Act on the specified target.
— / unclear	Does not make sense	Review and rewrite the sentence.
Green pen	Improvements and additions	Make visible corrections or extensions.

Teacher feedback expectations

Teachers explain and apply the shared marking codes consistently. Feedback may be verbal, whole-class, peer or written, according to what will best improve learning. Teachers identify meaningful strengths and prioritise one or two actionable next steps rather than correcting every error. Pupils must have an opportunity to respond whenever feedback codes or targets are used. Praise is specific and recognises effort, reasoning, improvement and achievement. Departments may introduce additional codes only when these are published and explicitly taught.

Response and improvement time

Teachers provide regular opportunities for pupils to act on feedback, including Dedicated Improvement and Reflection Time (DIRT). Pupils use green pen to correct misconceptions, improve answers, redraft sections, practise skills or complete extensions. Teachers check that significant misunderstandings have been addressed and adapt subsequent teaching accordingly. Feedback is not complete until pupils have had a meaningful opportunity to act upon it.

Literacy across the curriculum

All subjects reinforce accurate spelling of key vocabulary, punctuation, capital letters and clear sentence construction. Corrections are selective and proportionate to the task and pupil need. Subject-specific terminology is explicitly taught and revisited. In extended writing, teachers model paragraphing, organisation and the standard of response expected.

Mathematics, science and practical subjects

In mathematics, pupils show methods, align calculations, label units, use rulers for graphs and correct errors without concealing original working. In science, tables, diagrams, symbols, units and scientific vocabulary must be accurate; practical and risk records must remain legible. In art, PE, computing and other practical subjects, annotated work, verbal feedback, portfolios or digital feedback may be used where these better demonstrate progress.

Homework, assessments and digital work

The same presentation expectations apply to homework and formal written assessments, subject to reasonable adjustments. Assessment feedback should identify gaps and inform reteaching, retrieval and intervention; numerical scores alone are insufficient where improvement is required. Digital

work should have meaningful titles, clear filenames, readable formatting and appropriately acknowledged sources. Pupils must not overwrite teacher feedback or present revised work as original.

Inclusion and reasonable adjustments

Expectations remain ambitious and accessible. Teachers make reasonable adjustments for pupils with SEND, disabilities, motor or handwriting difficulties and English as an additional language needs. Adjustments may include typing, assistive technology, adapted paper, reduced copying, alternative methods of recording or supported editing. Pupils must not be penalised for presentation difficulties arising from an identified access need.

Roles and accountability

Pupils are responsible for presenting work carefully and acting on feedback. Teachers model presentation expectations, use agreed codes and plan opportunities for improvement. Subject leaders agree subject-specific application, sample pupils' books and share effective practice. Senior leaders monitor consistency and impact through proportionate work scrutiny, learning walks, pupil voice and staff discussion. Monitoring focuses on learning and improvement, not the frequency of written comments.

Quality assurance and review

Each term, departments sample work across year groups and attainment profiles. Reviews consider presentation, accuracy and consistency of codes, quality of pupil responses, progress over time and accessibility. Findings inform coaching, professional development and adjustments to practice rather than unnecessary marking demands. This policy is reviewed annually or sooner where required.

Appendix A — Pupil quick checklist

☐ Date and underlined heading at the left margin

☐ Neat handwriting; margin kept clear

☐ Ruler used for straight lines, tables and graphs

☐ No Tippex; one neat line through errors

☐ Spelling, punctuation and key vocabulary checked

☐ WWW, EBI and next steps answered in green pen

☐ Book checked before handing it in

Appendix B — Implementation reminder for staff

Display the whole-school marking-code poster in classrooms, teach the meaning of the codes and give pupils planned time to respond to feedback. Apply reasonable adjustments consistently and review the impact of feedback on learning.