

Marking, Feedback and Presentation Policy

June 2016

Reviewed and agreed with all staff 27-6-16

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| Committee ownership for this policy | Curriculum and Achievement Committee |
| Must be approved by FGB: | Full governing body or proprietor |
| Required by: 1 / 2 <ul style="list-style-type: none"> Where 1 is indicated, the requirement is statutory Where 2 is indicated, the requirement is recommended | 2 |
| Frequency of review: | Annually |
| Date last reviewed: | June 2016 |
| Date of next review: | June 2017 |
| Display on website: | Yes |
| Purpose: | The purpose of this policy is to ensure consistency across the whole school in terms of the marking, feedback and presentation of children's work. |
| Consultation: | Staff and Governors |
| Links with other policies: | Assessment Policy SEND Information Report English Policy Maths Policy Equalities Policy |

Summary:

Marking work enables teachers to identify children's achievements and areas for development against learning objectives. Constructive feedback encourages children to become reflective learners and helps them to close the gap between their current and desired practice. A high standard of presentation ensures that the children's work is legible to the reader and encourages them to take pride in their work.

A copy of this policy should be kept in the class teacher's planning folder. It is the responsibility of the class teacher to fully inform all staff working with their children about this policy.

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Why do we mark?

- to find out what children can do;
- to see if children have understood;
- to ascertain standards;
- to determine and communicate what the child needs to do to progress (next steps);
- to evaluate teaching and learning.

With regular marking and feedback, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work. The most effective marking and feedback

is often when the children are still working.

Formative marking and feedback

Formative marking and feedback is usually associated with open-ended activities and involves more extensive comments by the teacher, child or peer.

It should:

- *Involve verbal and/or written comments*
- Relate to learning objective(s) and where appropriate, success criteria. The learning objective(s) and success criteria should be shared with/generated by the children.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement. Useful comments include:
 - A **reminder** prompt (e.g. 'What else could you say here?').
 - A **scaffolded** prompt (e.g. 'The dog was angry so he...').
 - An **example** prompt (e.g. 'Choose one of these or your own...').
- Include self and peer marking. Where appropriate, children are asked to self/peer mark/assess to encourage them to reflect on and move forward in their learning. Peer marking/assessment is generally carried out between children of similar attainment.
- Be read/discussed and acted upon. Time should be given for this from Year 2 onwards.
- Inform future planning, provision and target setting.
- Be manageable for the teachers. Not all pieces of work need to be marked or fed back on in depth.
- Teaching Assistants are expected to mark the work they have done with their focus group. They should indicate that they have done this with their initials and **TA**.

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- Supply Teachers are expected to mark the work they have done with the class and initial and write *supply*.

Summative marking and feedback

Summative marking and feedback is usually associated with closed activities and involves ticks and dots/crosses. The work should be discussed as a class and where appropriate, the children should mark their own work. Marks should be recorded in a positive way i.e. the number of correct answers is recorded rather than the number wrong.

Teachers' feedback should always be clear and concise when writing comments and handwriting should be neat and legible as it is a model for the children. Key spellings should always be corrected in both core and foundation subjects. **(KS1-up to three spellings/ KS2-up to four spellings)**. Punctuation and grammar should always be corrected in English work and where deemed appropriate in Foundation subject work. Children should be given time to practise corrected spellings and read marking, either straight after a piece of work is completed or before the next piece is begun. Children in KS1 and less able in KS2 should copy the correct spelling 3 times. KS2 children may be requested to look up correct spelling in a dictionary and then write it 4 times. **Correct spellings and children's corrections should be written at the bottom of the piece of work.**

Procedures

These procedures must be followed by all staff, including teaching assistants, supply teachers and students.

- **A purple pen** should be used for marking and should be clearly distinguished from the children's work.
- Look at the previous piece of work for any previous targets that may have been achieved.
- When an answer is incorrect a . is used to indicate this rather than a x.
- A clear and concise handwriting script is always used when marking and making comments on work. Comments are to be written across the page and not squeezed into small spaces.
- If a child misses a lesson, the teacher/teaching assistant should write the date and 'Abs' (Absent) in their book.

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Secretarial features

When the children have completed their work, they are expected to read it through and edit any errors they recognise before it is marked by the teacher. The teachers' marking and feedback should then focus on the aspects they have asked the children to pay attention to. These will be set out in the success criteria. This will mean that some writing features are unmarked, but over time will be marked (e.g. a maximum of three spelling, grammar, punctuation and handwriting mistakes will be identified. Any more than this can be demotivating).



Success Criteria

These should be used regularly in KS1 and KS2, where appropriate, for example at the start or end of a teaching block. Children should be identifying the features from the success criteria in their assessment of their own work.

An effective method of creating success criteria is to 'work backwards' or show children pieces of high quality anonymous work which can be displayed on a visualiser or interactive whiteboard. This is to model teacher expectations of the standards children should aspire to. Another strategy is to display two pieces of marked work with the same title and discuss the differences.

KS2 Correction codes



All use of the correction codes should be in the margin. The codes are shared with children and displayed in the classroom.

- | | |
|---|---|
| Sp | spelling (children should use a dictionary or individualised spelling log to correct their own spellings) |
|  | capital letter missing |
|  | full stop missing |
| ^ | word missing |
| ? | check meaning |
| √√ | double ticks for good writing (may be linked to Learning Objective) |
| P | (and/or error circled) Punctuation |

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| | |
|-----------|---|
| G | (and/or error circled) Grammar/word usage |
| / | New Line |
| // | New paragraph |

KS1 Correction codes

| | |
|---|--|
| Sp | spelling (children should use a dictionary to correct their own spellings) |
|  | capital letter missing |
|  | full stop missing |

Young children should be given verbal feedback wherever possible. Children should be given a positive comment as well as a target for next time.

Teachers can begin to use the KS2 correction code for confident Yr2 writers.

Specific Strategies (*Both Key Stages unless stated otherwise*):

Teacher's Verbal/Written Comments and Pupil Response

Whole School: The teacher comments on whether the learning objective(s)/success criteria have been achieved, highlights and addresses any misconceptions and where appropriate, suggests next steps. Where possible, work is marked and discussed with the children in class. The children are expected to act on the feedback.

In KS2, the children are expected to write responses to the comments/questions at the start of the next lesson and act on the feedback. **They do this in green pen.**

Learning Objectives (L.O.)

Whole School: Learning objectives start with the phrase: 'To be able to.../To learn to.../To understand how..., etc.' and are always shared with the children. Sometimes, they are

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generated by the children themselves. Also, learning objectives are not always displayed on the board as there are occasions when more creative ways of 'locking-in' the purpose of the learning may be used, for example a hidden learning objective in the classroom, written on a balloon and then inflated, etc. For younger children or those with learning needs, the L.O. is typed onto labels or on a piece of paper and stuck into their books.

Success Criteria

The success criteria are either shared with or generated by the children. They are differentiated where appropriate. The success criteria can be displayed on the board and the children are either given them typed onto a piece of paper to be stuck into their books or are expected to copy them into their books. However, teachers may decide not to share the Learning Objective or Success Criteria at the start of the lesson, but later in the lesson, as this can be an effective teaching strategy and also engage children more in their learning and independence. In Y5 and Y6 a colour-coded success criteria is used.

Praise for Achievement

Work that meets the learning objective(s)/success criteria is praised in any of the following ways:

- Given verbal praise
- Displayed on the visualiser and discussed with the class
- Given House Points
- Given a sticker/stamp/smiley face
- Given written praise
- Displayed on the classroom wall
- Shown to parents
- Awarded with a postcard sent home

Examples of the highest quality learning may be shown to the Head Teacher and copies displayed in the school lobby area.

Strategies for Improvement

If the strategy for improvement is for a particular child, it is discussed with them individually or written down (KS2). If it relates to a group of children or the whole class, it is taught in the next lesson.

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Self Marking/Assessment

The children are expected to assess their work against the learning objective(s)/success criteria for the lesson. A range of best practice is used to encourage children to indicate their own perceived successes or areas for development.

Presentation *(Both Key Stages unless stated otherwise)*

Staff and pupils should always hold the highest expectations of the quality and presentation of all work. Staff should continually monitor and give pupils feedback regarding the presentation of their work. A high standard of presentation ensures that the children's work is legible to the reader and encourages them to take pride in their work.

Handwriting

Reception and Year 1 children begin by forming letters using the school script, which is the *Nelson Thorne* scheme. All children should be joining correctly by the start of Key Stage 2 (except where it is deemed inappropriate). The children should write in pencil. Additional handwriting practice is included **where necessary** in Home Learning. Children should be trained to use line guides from Year 1 onwards when writing for display or on sheets of plain paper.

Use of Pens/ Pen Licence

From Year 4 pens may be used by the children who are writing fluently in the school script. Once they become proficient and gain fluency when writing, they can obtain a **Pen licence** (certificate). A school blue handwriting pen must always be used. Pen can then be used in all work except Maths. When completing homework those with a pen licence should use a free flowing pen not a biro. The 'Pen Licence' can be removed temporarily if the standard of the handwriting deteriorates but can be re-instated when it improves.

Preparation of children's books

The agreed school colour and size of subject book should always be used (examples in stock cupboard). Children should take care of their workbooks so they continue to be clean and tidy throughout the year.

All new topics in Science, History and Geography should have an insert cover sheet so it is clear when the topic began.

Book labels should include the following information: child's first name, child's photograph (EYFS only), subject, class and book number.

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KS1 Maths

- The children should write one digit per square in their Maths books.

KS2 Maths:

- The children should write with pencils in their Maths books and to draw tables, diagrams etc in other subjects.
- The children should write one digit per square in their Maths books.
- A margin should be drawn with a ruler.

Dates and Titles

Children should write the long date for English work and the short date for Maths and Foundation subjects. At Key Stage 2 children should also include a title (if necessary) at the top of their work. The children should be given the date (long date for English and short date for all other subjects) and in KS1 the learning objective(s) typed onto a label/piece of paper to be stuck into their books for every piece of work. The date should be written on the right hand side, a line should be left, the learning objective(s) should be written or stuck-in on the left hand side and then another line should be left. Dates, titles and learning objectives should be underlined with a ruler from Year 3 onwards. Children in Year 2 should be beginning to underline from the Summer term.

Use of rubbers and rulers

If children make a mistake they should draw one line through the word and rewrite next to or above the incorrect word. In KS1 English work rubbers should only be used for presentational work. In KS2, children should be trained to use rubbers correctly. Rubbers should not be used to erase computational errors in Maths where it is valuable for the teacher to see the process as well as the result. Rulers should always be used when underlining or drawing tables/graphs. Children need to be trained to use a ruler efficiently before they begin to underline.

Margins

Children should be trained to use margins appropriately. For example numbering to the left of the margin, writing should be close to the margin on each line. If it is deemed necessary for a child to draw a margin (Maths only), a ruler must always be used.

Worksheets

Presentation is of equal importance when using worksheets. All of the above presentation rules and marking rules apply to worksheets. All worksheets that are stuck into books should

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be trimmed so that they fit neatly onto a page (these include folded pages). This can be done by the child from Key Stage 2 onwards.