



KEW RIVERSIDE PRIMARY SCHOOL

Marking, Feedback and Presentation Policy

Committee ownership for this policy	Curriculum and Achievement Committee
Must be approved by FGB:	Yes
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:	October 2018
Date of next review:	October 2019
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 Drafted and reviewed with staff October 2018.
Links with other policies:	Assessment Policy SEND Information Report English Policy Maths Policy

Summary:

Marking work and giving feedback enables teachers to identify children's achievements and areas for development against learning objectives and children to see the progress they are making against their personal targets. A high standard of presentation ensures that the children's work is clear and legible. If children can present well with little conscious effort, it allows them to attend to the higher-level aspects of the content.

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.

Rationale

What is the purpose of regular marking and feedback?

- 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 the teaching and learning;
- to demonstrate to the children that their efforts are valued.

The most effective marking and feedback is often when the children are still working. Regular marking does not mean every piece of work! Rather, effective marking and feedback is **Meaningful, Motivating and Manageable (the three Ms)**. Teachers do not necessarily mark individual books after each lesson but instead may use a **Whole Class Feedback (WCF) sheet** (see Appendix A) to assess the learning that has taken place in a lesson and to identify strengths, misconceptions, basic skills errors and next steps. WCF sheets should be kept in the class planning folder.

MARKING AND FEEDBACK EXPECTATIONS

ENGLISH WRITING

Key Stage 1:

On-the-spot feedback against personal targets or otherwise is given to children in guided group work and identified with a stamp as to whether work has been completed independently or supported.

In year 2, when appropriate (and ideally by Summer 2) children should self-mark in **green pen**.

Once the children are producing sustained pieces of writing, 'deep' marking should occur on a fortnightly basis. This means:

- Using correction codes – see page 4
- Marking against the child's personal target as 'PT achieved', 'PT progress', 'PT remains'
- Using WCF sheet to inform future lesson planning
- Giving children the opportunity to read, reflect and act on marking (including correcting the spelling and/or updating personal spelling lists)

Key Stage 2:

During the drafting stage of a piece of writing, teachers should use the WCF sheet to inform next steps and lessons. Where appropriate, children should self- or peer-mark in **green pen** to encourage them to reflect on and move forward in their learning.

Teachers should 'deeply mark' the fortnightly extended pieces of writing. This means:

- Using correction codes – see page 4
- Marking against the child's personal target as 'PT achieved', 'PT progress', 'PT remains' and giving verbal and written prompts, examples and scaffolding as necessary
- Using WCF sheet to inform future lesson planning
- Giving children the opportunity to read, reflect and act on marking (including correcting the spelling and/or updating personal spelling lists)

For shorter pieces of work (including handwriting and Grammar, Punctuation, Spelling (GPS) work), teachers should:

- Tick LO/Title if achieved

MATHS

Key Stage 1:

On-the-spot feedback is given to children in guided group work and identified with a stamp as to whether work has been completed independently or supported.

When appropriate, children will begin to annotate their own work, explaining their thinking.

In year 2, WCF sheets should be used to inform future lesson planning.

From Summer 2 of Year 2, children should begin to self-assess their work.

Key Stage 2:

Every piece of work should be marked in one of the following ways:

- On-the-spot marking by an adult
- Children marking their own books (KS2 only)
- Self-assessing (eg happy, sad, straight faces)

WCF sheets should be used daily to inform next lessons.

In addition, every unit of work should include:

- a summative task (eg a question) in the student-teacher dialogue box of the Unit sheet (KS2 only)

If photos are used, they should include an annotation to explain the learning demonstrated (rather than a description of the activity)

SCIENCE AND FOUNDATION SUBJECTS

Key Stages 1 and 2:

- Every piece of work should be acknowledged with a tick against the LO/Title/Question if achieved
- If photos are used, they should include an annotation to explain the learning demonstrated (rather than a description of the activity)
- WCF sheets should be used to inform next lessons (including addressing any GPS or vocabulary issues in English lessons)

Marking Procedures

These procedures must be followed by all staff, including Learning Support Practitioners (LSPs), supply teachers and students.

- **A purple pen** should be used for marking and should be clearly distinguished from the children's work.
- **A green pen** should be used for children marking their own or a peer's work.
- The Correction Codes should be used consistently by all adults (see page 4)
- Highlight in pink for 'Tickled-Pink' something that has been done well or green for 'Green for growth' for work that needs correcting/reflecting on.
- Learning Support Practitioners (LSPs) are expected to mark the work they have done with their focus group. They should indicate that they have done this with their first name/initials and **LSP**.
- Supply Teachers are expected to mark the work they have done with the class and initial and write **Supply**.
- Look at the previous piece of work for any next step targets or front of the book for personal 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 (Nelson Scheme) 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.

Success Criteria

These should be used regularly in Upper KS1 and KS2 at the start or end of a teaching block and differentiated, where appropriate. Children should be identifying the features from the success criteria in their assessment of their own work. In Y5 and Y6 colour-coded success criteria may be used.

One 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. The work is often from the previous year group.

KS2 Correction codes



The codes are shared with children and displayed in the children's books.

.....	spelling (children should use a dictionary or individualised spelling log to correct their own spellings – from summer Year 3)
^	word missing
?	check meaning
P	Punctuation
//	New paragraph
PT	related to Personal Target
S	adult supported work (include LSP first name)

KS1 Correction codes

In year 1, staff work directly with children to review their work, highlighting 'Tickled- pink' for something that has been done well or 'Green for growth' for work related to a personal target.

In year 2, building on the year 1 practice, the following codes can also be used:

.....	spelling (children should use a dictionary to correct their own spellings)
	capital letter missing
	full stop missing
?	question mark missing
!	exclamation mark missing
PT	related to Personal Target
S	supported work (include LSP first name); stamps may be used instead

Young children should be given verbal feedback wherever possible. Children should be given a positive comment verbally that reflects their efforts against LO, targets or success criteria, as well as a next step target.

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

Learning Objectives (L.O.)/Titles/Questions

Every piece of work in Key Stage 1 and 2 should have either a learning objective, a title or a key question. These are always shared with the children, although 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. Sometimes, they are generated by the children themselves. For younger children or those with additional learning needs, the L.O./title/question can be typed onto labels or on a piece of paper and stuck into their books to maximise learning time.

Personal Targets

Personal targets, based on the age and stage of the child's assessments, are placed at the front of their writing books. If a child is in Year 3 but working at Age Related Expectations (ARE) for Year 2, the target sheet will be from Year 2. The teachers, basing their decision of an accurate assessment of the child, sets no more than three targets from the list. The date the target is set is written beside it and circled to indicate the current target. Once achieved, the target is highlighted PINK (see above) and a new target set. In the work, a target achieved is highlighted PINK.

PRESENTATION EXPECTATIONS *(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 with a sharpened pencil. Additional handwriting practice is included **where necessary**. Children can be trained to use line guides from Year 1 onwards when writing for display or on sheets of plain paper. In KS1 and lower KS2, the discrete teaching of handwriting joins should happen with a high frequency, but for a short period.

Use of Pens/ Pen Licence

From Year 4 only, 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. The 'Pen Licence' may be removed temporarily if the standard of the handwriting deteriorates or through any drop in presentation standards but can be re-instated once it improves.

Preparation of children's books

The agreed school colour and size of subject book should always be used (examples in stock cupboard). Core subject books should have plastic covers. Folders are used for Music, PSHE, Computing and DT. A topic book is used for History, Geography and, at the back, RE. Children should take care of their workbooks so they continue to be clean and tidy throughout the year. Deliberate damage to school books/writing tools should be dealt with via the Behaviour Policy.

All new topics in Science, History and Geography should be indicated by a topic front page designed by the children 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.

KS1 Maths

- The children should write one digit per square in their Maths books.
- All straight lines must be drawn with a ruler.

KS2 Maths:

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

Dates and Titles

Long dates should be written in English books and short dates in Maths books on the right of the page. Learning Objectives/Titles/Questions should be written two lines below. Each should be underlined.

DUMTUMS can be used, particularly in KS2, to prompt the children:

D – Date

U – Underline

M – Miss a Line

T – Title

U- Underline

M- Miss a Line

S – START!

Use of rubbers and rulers

If children make a mistake they should draw one line through the word with a ruler 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. In Maths books in KS2, children should use a ruler to draw a margin of 2 squares wide.

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 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.

APPENDIX A

Whole Class Feedback Sheet (WCFS)

Lesson:

Date:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

