



Marking, feedback and presentation policy



Marking, feedback and presentation policy



Consistency and effective marking, feedback and presentation will:

- ensure that children understand their achievements and know what they need to do next to make progress
- provide clear and constructive feedback to children about their work promptly and regularly;
- be used to inform future planning and assessment for learning;
- include both oral and written feedback as appropriate;
- focus the response on the learning intention and success criteria
- provide children with opportunities to assess their own and others' work giving constructive feedback
- be easily understood by parents and carers, when reviewing their child's work
- ensure all children make excellent progress, develop self-esteem, take pride in their work and ensure consistently high standards throughout the school.
- be regularly monitored through learning walks and book trawls
- be reviewed each term

Introduction - Marking Strategies

We invest a great deal of time responding to or marking children's work. We need to make the time we spend marking beneficial by basing it on sound principles. We need to consider:

- What is the impact of our marking on pupil's learning?
- How do children know when they have met their LI? 'I now know'.
- How effective are our comments to pupils?
- How effective is our marking?
- How effective and consistent is my approach to feedback?
- How do our children know what they need to do to progress?

Shared Principles

We will:

- comment on specific, positive aspects of the work;
- recognise effort as well as quality; not in a vague or generalised way, but linking effort to specific skills or understanding e.g. I liked the way that you ...; Well done Alex, super use of alliteration,
- allow pupils time to respond to feedback and use this information to inform future learning.
- use the information to adjust future teaching plans and learning activities i.e. annotation of plans linked to findings from feedback.

Child-Centred Principles

Children will:

- comment on the work themselves as appropriate
- work in response partners to feedback to each other based on the LI and success criteria

School-Centred Principles

- we will review the Feedback for Learning Policy every term to ensure that it is understood by all new members of staff, HLTA's TA's, LSA's and supply staff.

Follow-up is essential after marking. It allows the pupil to be involved in the learning process. If nothing happens following marking, pupils soon get to know that they don't have to respond in terms of improving their work.

Presentation of work, expectations of children and staff

- Staff mark in a **green** pen provided by school, next step comments to be made in a **pink** pen **provided by school**.
- At the end of the task, when appropriate, pupils are to evaluate their work linked to the LI
- Pupils will then be asked to identify a developmental next steps identified by pink pen comments. This may be with guidance from the teacher or independently once they reach year 5 and 6.
- LI is ticked with a green pen if it is achieved
- LI is lined if it is partially achieved and a dot if it is not achieved.

LI: 'to measure angles accurately' ✓ (Met) LI: 'to measure angles accurately' - (Partially met)
LI: 'to measure angles accurately' . (Not met)

Focused Marking

Every child should have a **minimum of three** pieces of detailed marking per week in their English and maths books. Books must be marked every day to ensure progress for the next day.

In English this must be:

- 1 positive comment (to include name) linked to the LI and success criteria
- 1 developmental next step using **pink pen** with examples for the child to try if possible. In Year 5 and 6 the next step should begin to be identified by the children.

In Maths this must be:

- 1 positive comment (to include name) linked to the LI and success criteria
- Try these (min 2 x per week) with response from the child and response from the adult

Next session, pupils are given time to read and/or ask questions about teacher annotation and correct their work if needed.

All comments from staff to be made in **green**, next step comments to be written in **pink**.

Foundation Subjects (History, Geography, Science (KS1), R.E. and P.S.H.E.)

For these subjects work is marked by the teacher assessing if the LI has been achieved, alongside the use of positive comments, next steps and focused comments where appropriate. **Feedback in all books should be consistent and in the same level of detail as in maths and English books.**

Self Marking/Polishing Pens

Pupils should be encouraged to mark their own work when appropriate. This should be with the purple pen.



Pupils have checked work and is correct

- Pupils have checked and the work is incorrect and the answer is put in or work is corrected

The use of editing and improving work should also be encouraged after a piece of writing (Polishing their work).

Peer Assessment

- Pupils will have the opportunity (especially in KS2) to peer assess work. This should be with the **purple pen**. After a piece of writing, Peer Assessment may look like this:

Peer Assessment: Jack Smith

* I really like the adjectives you have used.

* You have used some good adverbs.

Wish: can you now use more adventurous vocabulary, for example magnificent.

EYFS

In Reception:

- pupils are often given Individual Verbal Targets;
- feedback for learning is often verbal;
- children are informed of their achievement according to their individual LI and success criteria;
- evidence can also be found in their Learning Journeys on Tapestry and in books.

Summary

Effective teaching and successful learning depend on:

- the quality of teachers' comments and marking.
- children being helped to feel positive about what they have so far achieved.
- adults valuing their pupils and believing in their ability to make good progress.

- children understand what they are learning and why they are learning it.
- children playing an active part in assessing their own and others' work.
- children being helped to see how they can improve and identify their next steps in learning.
- children responding actively to the marking and comments they receive and staff responding to these.


Presentation

English

All children will be expected to write in cursive script and to use a **black** pen, if they have a pen license. Once the child uses a pen they must write in pen in every book apart from their maths books. Children must not revert to using pencil when they have started writing in pen. In EYFS children to move to pre cursive when they are physically able to do so based on professional judgement. In Year one, all children expected to use precursive and move towards cursive in either year one or later in year 2 as appropriate based on professional judgement. The agreed font for success criteria is *twinkle precursive regular for EYFS and Year 1 and Year 2 (for 2020 – 2021) and twinkle cursive for years 3 – 6.*


- Each piece of work must have a success criteria with the appropriate subject character in colour on the slip outlining no more than four key objectives and date. **See Appendix 1.**
- Teachers do not need to formally mark work in jotters, but will edit and provide comment as appropriate

English (EYFS Yr 1 and Yr 2 for 2020 – 2021)

<i>Persuasive Letters</i>	<i>3/1/20 and beyond</i>		
L.I. Can I write a persuasive letter?	Pupil	Teacher	
<i>Can I identify features of a persuasive letter?</i>			
<i>Can I use persuasive techniques?</i>			
<i>Can I use effective sentence starters?</i>			

- If a word is misspelt or incorrect a child should simply put a straight pencil line through the word and carry on writing.
- If a teacher highlights a word which is consistently mis-spelt, this word is written at the bottom of the work and the child must write it out three times on the same line. No more than three words as appropriate to the child.
attak - attack, attack, attack
- All marking to be written in cursive or precursive script to support modeling of correct style.

Maths (Year 3 – 6 example)

<i>Fractions of Quantities beyond</i>	<i>??/??/?? and</i>		
LI: Can I find fractions of quantities?	Pupil	Teacher	
<i>Can I divide up to a 1,000 number using the bus stop method?</i>			
<i>Can I find fractions of quantities? 1/4, 1/3, 1/5?</i>			
<i>Can I solve related word problems?</i>			

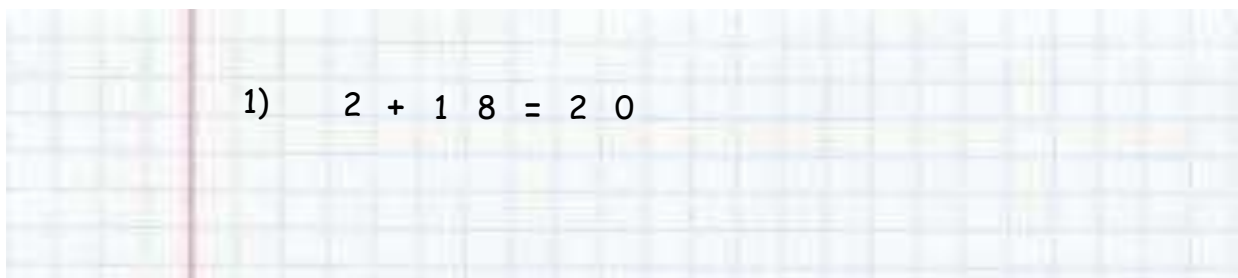
- All teachers and support staff to try to mark in the lesson and to ensure self-marking. This will enable children to move forward quickly in their learning and prevent misconceptions developing in the lesson. More marking in the lesson will ensure more time spent on preparation for the next lesson and a clear understanding of where children are at at the end of the lesson.
- All answers always available and prepared before the lesson to ensure children move forward quickly in their learning and misconceptions are quickly identified.
- Children to self-mark in arithmetic books
- All children expected to use pencil in maths books.
- All lines to be drawn with a ruler.
- One number or symbol per square in the maths books

- Success criteria to be used for each new objective
- Incorrect spelling to be marked as per English marking
- One digit one square, including decimals and fractions except mixed fractions
- We use a 0 - 99 number square in all maths lessons
- Decimal number to be clear within the square towards the bottom, **but not on the line**

2	+	1	8	=	2	0
		1	8	.	2	
	+	2	2	.	4	

	2			2	2	
	4			2	4	

Each question to be marked with a number or letter and a bracket as appropriate to the question, then leave a square before the sum.



- Letters do not need to be in each square when writing in maths.

Foundation subject and all written work

As above but with subject logo added to the right of the success criteria. **See Appendix 1.**

<i>Pastel techniques</i>	<i>3/1/20 and beyond</i>	
<i>LI: To be able to create a piece of mood art</i>	<i>Pupil</i>	<i>Teacher</i>
<i>Can I use oil pastels accurately?</i>		
<i>Can I use variety of techniques using oil pastels?</i>		
<i>Can I use technical vocabulary to evaluate my art?</i>		



Use of rubbers, glue sticks, pens, pencils, rulers


Please use professional expectation, but please ensure no learning time is lost trying to find any resource, they should be easily accessible all the time.

Appendices


Appendix 1	-	Page 7	Success Criteria Characters
Appendix 2	-	Page 9	Pupil Presentation Rules
Appendix 3	-	Page 10	Staff Feedback and Presentation Rules

APPENDIX 1


Maths

<i>??/??/?? and beyond</i>			
LI:	Pupil	Teacher	


English

<i>??/??/?? and beyond</i>			
LI:	Pupil	Teacher	


Science

<i>??/??/?? and beyond</i>			
LI:	Pupil	Teacher	


Geography

<i>UK Theme Parks</i>			<i>??/??/?? and beyond</i>		
LI:	Can I clearly label a map of the UK?	Pupil	Teacher		
	Can I label a UK map with major cities, seas and countries?				
	Can I research locations of theme parks using Google Maps?				
	Can I label the precise location of UK theme parks?				


Art

<i>??/??/?? and beyond</i>			
LI:	Pupil	Teacher	


Computing

<i>??/??/?? and beyond</i>			
LI:	Pupil	Teacher	


History

??/??/?? and beyond			
LI:	Pupil	Teacher	


French

??/??/?? and beyond			
LI:	Pupil	Teacher	


Music

??/??/?? and beyond			
LI:	Pupil	Teacher	


RE

??/??/?? and beyond			
LI:	Pupil	Teacher	

DT

??/??/?? and beyond			
LI:	Pupil	Teacher	

PSHE

??/??/?? and beyond			
LI:	Pupil	Teacher	



All Saints C of E Primary School

Pupil Presentation Rules



We **always** take pride in our presentation

1. Our writing is **always** our best, with letters and joins correctly formed.
2. We **always** use a ruler and a pencil for drawing any lines.
3. Our work for new lessons is **always** started on a new page.
4. Our book covers and pages are **always** well presented with no doodling at any time!
5. Errors or misspelt words are **always** crossed out with a single line.
6. In maths, we **always** write one digit or symbol in one square.
7. Our additional pages are **always** stuck in straight and accurately.
8. We **always** tick our work with small and consistent ticks
9. Our Success Criteria are **always** completed with a tick, a line or a dot.
10. We **always** make sure we have completed our pink pen next step comments



All Saints C of E Primary School

Staff Feedback and Presentation Rules

We **always** take pride in our presentation.



1. We will mark using a cursive writing style
2. We do not accept children scribbling or doodling in books
3. Our work for new lessons is always started on a clean page with a new success criteria
4. If work is continuing from a previous day, no new success criteria is needed
5. Teachers and pupils to ensure all success criteria are completed
6. Our LI statements to be only one line long
7. We ensure children to stick LI and sheets into the books straight and not creased
8. We ensure children to tick their work with small ticks and we model this consistently
9. We use stickers and praise comments frequently
10. We make succinct age-appropriate comments in marking
11. Green to be seen (Positive), Pink to think (Next Steps) and Purple to Polish (Pupils)
12. No worksheets to be folded and stuck into the books
13. No worksheets to be stapled into books
14. We model and set high expectations with regards to presentation.