



**Policy:** Marking, Presentation and Feedback

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# MARKING, PRESENTATION AND FEEDBACK POLICY

## Intention & Approach

To raise the achievement and self-esteem of children by providing them with prompt, regular and analytical feedback about their work to enable them to make progress. Teachers will use their professional judgement when marking children's work. It is expected that all work will be read through and it will be up to the teacher to decide which form of marking/feedback is appropriate. There will be times where no marking is evident at all.

## PRACTICE

Effective feedback will:

- Have high expectations of what each individual child can achieve
- Relate to learning objectives, which need to be shared with children
- Give children opportunities to become aware of, and reflect on, their learning needs
- Give recognition and appropriate praise for achievement
- Give clear next steps and include strategies for improvement
- Help close the gap between current and desired performance
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning and individual target setting
- Be accessible to all children
- Be consistent across the school.

## PLANNING FOR MARKING

Planning for marking should include:

- Clear learning intentions and outcomes which indicate that pupils have achieved the intentions
- Opportunities for pupils to improve their work following the teacher's written or verbal feedback
- Outcomes of marking and feedback should influence future plans so that assessment for learning is truly taking place.

## INTERACTIVE LEARNING

Teachers should use a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback – this is the most used method of feedback and it will be happening throughout the day in all classrooms
- Quality/focused written marking with time to follow up – teachers are professionals and, as such, use their professional judgement to decide when this is most beneficial
- Peer assessment – pupil to pupil and self-assessment. Clear success criteria should be the focus of self and peer assessment. This process needs to be modelled during plenaries and mini plenaries.

## MARKING FOR LEARNING

When marking for learning, an analytical or developmental comment is crucial. Feedback should be an integral part of the everyday work of teachers. It should be used to:

- Inform the short-term planning cycle
- Inform teachers about the progress of pupils
- Inform pupils how well they are doing and what they need to do to improve
- Provide information for other adults.

## STRATEGIES

### FEEDBACK

**Verbal feedback** - Comments to children should focus on both successes against the learning objective and any areas for development.

**Marking feedback** - Should comment on both successes against the learning objective and any areas for development. Focused comments should help the child in “closing the gap” between what they have achieved and what they could have achieved.

- All work needs to be acknowledged by a member of staff in the class each day. Any marking should be in green pen. It should also include highlighting the learning objective using the traffic light system (as described below)
- Written feedback should include a combination of ‘what went well’ and ‘next steps’ comments to ensure that progress is being made
- The children then need to be given time to reflect and respond to the feedback
- The feedback, as far as possible, needs to be recorded under the marking to show a dialogue between adult and child
- There needs to be evidence that children are responding to feedback and making progress
- Time needs to be given to make improvements in learning
- Children should improve their work, a ‘Purple Polishing Pen’ is suggested
- Child self-evaluation should be used where appropriate.

### SECRETARIAL FEATURES

Correct spelling, punctuation and grammar should be encouraged in every piece of writing but will not be marked against unless it is key vocabulary, a high frequency word or directly linked to the learning objective. When work is finished, children need to be asked to check their work.

### SELF-MARKING – EYFS and Key Stage 1

Children should self-evaluate wherever possible, using a ‘smiley face, straight face, sad face’.

### PRESENTATION

- Attention to handwriting needs to be given in every piece of written work and if work does not meet staff expectations then it needs to be addressed
- All Maths work needs to be dated using a short date (i.e. 24.02.21)
- All other written work needs to be dated using a long date (i.e. 24<sup>th</sup> February 2021)
- Work should be presented as: Top line – the date; miss a line - learning objective; miss a line – start work
- If the piece of work has a title then this needs underlining
- All children earn the use of a pen from Year 3
- A pencil must be used for all maths work
- Year R classes: Handwriting book, Learning Story, Reading Journal
- All KS1 classes: Maths book, English book, Topic book, Guided Reading book, Reading Journal
- All KS2 classes: Maths book, English book, Topic book, Guided Reading book, Reading Journal
- Maths books: Large squared paper Year 1, Squared paper Year 2 and KS2 – all A4 size
- Smiley faces should be basic, small and not seem to spoil the presentation of a piece of work
- Marking needs to be neat and set a good example for children.


## SYMBOLS USED IN MARKING

The **traffic light system** should be used to make a mark against Learning Objectives written at the start of every piece of children's work.

**RED:** Learning Objective not achieved

**ORANGE:** Learning Objective partially achieved

**GREEN:** Learning Objective achieved

	Self-assessment:  Smiley face – I have understood and am confident with my work Straight face – I feel OK about my work Sad face – I am not confident with my work and would like further support
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### THE WRITE STUFF

As a school, we follow most aspects of Jane Considine's The Write Stuff. The codes in the tables below will be used to mark pupils' independent work during 'The Write Stuff' lessons:

#### MARKING GUIDE!

##### E<sup>1</sup> - REVISE

This means there are spelling, punctuation or missed out/repeated words in what you have written.

##### WHAT YOU WILL SEE

Example:

E<sup>1</sup> = 3

This means that in this bit of writing you have 3 spelling, punctuation or missed/repeated words to find and correct.

##### E<sup>2</sup> - REWRITE

This means that your sentence isn't really working and needs a bit of work.

##### WHAT YOU WILL SEE

Example:

E<sup>2</sup> = 3

Find 3 sentences that have an \* at the start and at the end\* - these are the sentences that needs attention.

##### E<sup>3</sup> - REIMAGINE

This means that your sentence isn't really working and needs a bit of work.

##### WHAT YOU WILL SEE

Example:

E<sup>3</sup> = 1

Where you see:

•^

you need to add more about that moment in your writing. It means, 'Tell me more!' You will need a slip of paper to stick in your book here!

## **LEARNING OBJECTIVES**

- Learning objectives need to be clearly stated at the top of every piece of work. It is important to make sure that the learning objective is what they will be 'learning' and not the activity
- Learning objectives in Key Stage 1 can be printed on sticky labels before the lesson and stuck in by the child. In Key Stage 2 they can be handwritten.

## **TARGETS**

- Children's targets will be referred to when marking and in feedback
- 'Next steps' will provide support and guidance to ensure that targets are met

## **MONITORING AND EVALUATION**

The monitoring of this policy will be the responsibility of the Senior Leadership Team and Subject Leaders as follows:

- The Senior Leadership Team oversees the above process and works with it in relation to the Academy Development Plan
- The Subject Leaders and Phase Leaders will undertake the work sampling of their subjects.