

Ballacottier Primary School



Marking, Feedback and Presentation Policy

Approved By:	Full Governing Body
Date:	February 2023
Review Date:	February 2024
Signed:	

This policy on feedback must be implemented by all teachers. We recognise that the most effective feedback should be given during or as soon as possible after completing the task.

Feedback can take different forms: peer, self, written marking or verbal. Teachers should use a combination of these. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

We must provide marking and feedback opportunities that facilitate children taking charge of their own learning, with a greater emphasis on instant verbal feedback.

Marking and Feedback - Why do we mark children's work?

Children's work is marked using written and verbal feedback to show that it is valued, to monitor progress, check that tasks have been carried out to an expected standard, evaluate learning and help inform children of their next steps.

A combination of verbal and written feedback should be given to all children.

It will also ensure:

- continuity and consistency in our approach to children learning and written outcomes across school.
- to make expectations clear to pupils, teachers and parents
- to provide a model that pupils can use themselves when pupils are assessing their own work.

Effective Feedback should:

- be manageable for teachers and easily understood by pupils
- be provided in a timely manner
- inform future planning and target setting
- be seen by children as a positive approach to improving their learning
- facilitate opportunities for children to take charge of their own learning
- include a combination of prompt written and verbal feedback where appropriate
- be clear and relevant, relating to the learning intention and where appropriate help inform children of their next steps for improvement.
- use a consistent common language throughout school in written feedback (eg symbols, stampers)

Verbal Feedback:

Verbal feedback forms a significant part of AfL practice and should be used frequently to allow children to act on feedback immediately. It can be used either to add weight to written feedback, or in place of written feedback if the individual teacher judges it appropriate for a particular piece of work.

- This may take place during the lesson, or as part of planned mini-plenary sessions either throughout the session or at the end of a lesson, or the beginning of the next lesson.
- Mark verbal feedback (VF) or teacher support (TS) to show where a child may have had verbal input/support and where you may have had an impact on the following work.
- Stampers can be used to record where verbal feedback has been given.
- Verbal feedback is usually the most effective and appropriate for children in Reception and Rainbow Room (although there maybe exceptions for more able/literate pupils).

Written feedback:

Wherever possible, marking will take place with the children. It offers guidance as to what extent the learning objective has been met and suggests next steps that the children might take in their learning.

It is not necessary for teachers to give written feedback on all tasks - only where it will impact on moving learning forward for pupils.

Marking is only of value if comments are read, understood and acted upon.

When appropriate to give detailed written feedback, comments should:

- praise effort and the process of learning (secrets to success/growth mindset language)
- include comments that show how and/or why the objective has been met.
- include comments that show the child has exceeded expectations
- include comments about meeting over-arching themes of learning e.g. 'Secrets to Success', 6Rs, school layered targets, learning behaviours, extending learning from outside the school environment.
- include questions to prompt thinking - time should be provided for children to respond.

Time should be given for support assistant to mark the work belonging to the children they have supported using the feedback policy guidelines.

Feedback should be fully integrated with any system of rewards; team/house points stickers/stars and inclusion in the Superstars achievement book should be used.

Questioning:

Questioning at a deeper level should be used appropriately across all areas of the curriculum. Questioning should be used to encourage children at all levels to evaluate their learning in order to positively achieve next steps and further learning. Questioning should engage children in a deep and meaningful exchange (dialogic teaching).

Questions can and should be used in written feedback, but children must be given time to respond, either in writing or verbally.

Self/Peer Marking:

Self and peer marking could be used during a lesson, at the end of a lesson or as part of a dedicated marking lesson. Self and peer marking should provide opportunities for children to reflect, evaluate and progress. These pieces of work should be clearly marked with either SM - self marked or PM = peer marked.

Children must be taught how to comment constructively and provide thoughtful, relevant constructive feedback that moves on learning. Children will be taught to value this process and must be given sufficient time to complete it effectively.

Children editing their own work:

Self editing is a crucial part of an effective learning process. It can be done in a number of ways:

- in response to teacher comments or marking,
- reviewing work against the success criteria
- through peer/self marking.
- purple pen of progress

Editing should be an ongoing process and something that children are trained to do naturally as they reread their own work.

Purple Pen of Progress:

To help children become reflective, independent learners by editing their own work, pupils use the 'Purple Pen of Progress', clearly showing where they have made changes. In using this tool for editing, children will be taught to be able to self-assess, respond to feedback and make improvements to their own work.

Online Learning:

In Key Stage 2 online learning environments such as 'Teams' and 'It's Learning' may provide an opportunity for staff and children to have a learning dialogue in a digital space, this is encouraged. Feedback can be recorded as an audio file for younger pupils to listen to.

Marking and Feedback expectations by key stage and subject.

Learning Objectives:

At Ballacottier we refer to the learning objective as WALT - 'We Are Learning To'

WALTS do not need to be recorded in children's books but **MUST** be clearly displayed and shared at the beginning of every lesson. Reference should be made to the WALT throughout the lesson and in relation to the Success Criteria.

Success Criteria - are the points by which we know if a learning objective has been met. These should be shared in every lessons. They must be clearly displayed in literacy and numeracy lessons.

Steps to Success - these are a set of step by step instructions to help children achieve the Success Criteria and therefore the WALT. These should be shared where appropriate.

Maths

- All correct maths calculations should be marked with a tick.
- Errors should be left blank or marked with a dot (.) or a circle.
- Marking can be done in any colour.
- Each piece must be self assessed by Key Stage expectation standards.

Literacy/Guided Reading

Literacy books should contain a variety of different types of writing; they should show examples of shared writing (S) , guided writing (G) and independent pieces (I) - some which have been reviewed and improved by the child. As well as these four styles of writing, there might be stand alone grammar activities. Each style of writing will require a different style of marking and feedback.

Extended independent pieces - in depth mark - green and pink.

Shared or guided write - VF/stamp/ light pen mark only if appropriate.

Grammar/sentence work tasks - self/peer mark/ light pen mark

- Children should write on every other line - leaving a space between to allow for clear marking and steps towards the editing process.
- In depth marking should be completed in all extended writes (including 'cold' and 'hot' tasks) with pink and green being used to show **Green for Growth** (areas for development) and **Tickled me pink** (for achievement - meeting or exceeding the objective).
- Green and pink marking can be done in a number of ways:
 - underlining the area in relevant colour
 - ticking the appropriate area/words

- highlighting over sections/sentences.
- Shorter pieces only need be acknowledged by a tick, dot or stamp or provide opportunity for peer or self marking.
- Each piece must be self assessed by Key Stage expectation standards.

Coding System

The coding below should be explained to pupils and used in marking - teacher, self, peer.

Marking abbreviation	Meaning
Sp	Spelling error. Children to find the correct spelling and write it down.
P	Punctuation error. Check full stops /commas / apostrophes / question marks etc
C L	Incorrect use of capital letters. Check whether you have used a capital letter in the wrong place or you have missed a capital letter throughout the document.
. or O	Mistake (dot, circle or blank space - no crosses)

	Meaning
PM	Peer Marked
SM	Self Marked
VF	Verbal Feedback
G	Guided
I	Independent

Science

- Short date should be written in book/on sheet
- Marked with a tick
- Errors marked with a (.) or circle
- Any colour
- Peer marking where appropriate
- Verbal feedback where appropriate

Foundation Subjects

Marking in foundation subjects such as Topic, only requires a written response where an extended write has been set.

There is no formal expectation to mark in any detail quick response tasks. Verbal feedback or a stamp if necessary is sufficient here.

Self Assessment:

- After each piece of literacy and maths, children should indicate how they feel they have met the WALT by completing a self assessment.

Rainbow, Reception & Key Stage 1: Traffic light, dot or a smiley face.

LKS2 - Traffic light, dot/smily face and a little comment.

UKS2 - Comment against the WALT

Marking Guidelines:

It is important to distinguish between slips and errors that show lack of understanding;

- For slips - it is often enough to indicate with the word 'check' next to the slip. Children must be given opportunity to correct these slips either during the lesson or at the start of the following sessions.
- For errors - this will depend on the errors e.g. if one or two children have made the same error, they should be spoken too individually as soon as possible. If there are several children with the same mistake a small target group or whole class opportunity to address the problem must be taken.
- Children must be taught how to mark their own work as well as their partners where appropriate.
- Immediate verbal feedback is key to improvements being made and high quality conversations between children and teacher.

Handwriting & presentation:

Staff are expected to ensure good presentation is actively taught. Teaching and support staff are the most important role models for setting high expectations.

Handwriting lessons will take place at least twice a week in conjunction with our school spelling programme. More frequent lessons are required in Foundation Stage and Key Stage One as pupils develop their handwriting skills and finger strength.

After each half term/holiday break additional handwriting sessions should be planned for in the first week to remind children of the expectation for handwriting and presentation.

Children should be attempting joined writing from Year 2 onwards.

All writing on display should be joined where possible.

Children will be taught about the different expectations for writing purpose e.g. the writing we do on a whiteboard for note taking isn't required to be at the same standard as in books.

Writing tools:

- Pencils should be used in maths.
- Pens should be used from Year 5 (or earlier if the pupil is joining their handwriting well).
- line guides for writing on plain paper
- Resources must be readily available and easily accessible

Expectations for layout:

- Date is written at the top left.
- Underline
- Miss a line
- Begin work
- Continue to write on every other line so a line is left for editing purposes
- At the start of a new piece of work, miss a line and draw a line with a ruler
- Miss a line and write the date - Do not leave a blank page.
- If a mistake is made, mark with a x on either side eg. x whent x when or with one neat line e.g. ~~whent~~
- Worksheets that require gluing in must be cut to size or folded in half, coated in glue and stuck in straight

Layout in Maths:

- The previous piece of work should be ruled off with a line.
- Miss a line.
- Write the short date
- Underline
- Figures must be written 1 digit per square
- Each calculation must be distinguishable from working out and clearly labelled with a number.

Outcomes of presentation policy:

- Pupils of all abilities are able to present their work to the highest possible standard, increasing their confidence and self-esteem.
- ****Be aware of individuals - Teachers know their students and will know what is their best and what progress is achievable and acceptable to them at any given time****
- There is a consistency across school.
- Progression in presenting work between each class is evident and understood and adhered to by all staff and pupils.

Monitoring of feedback, marking and presentation:

- Regular monitoring throughout the year by Head Teachers, SLT and Assessment Coordinators to ensure policy leads to good practise.

February 2023