



“Aiming high to achieve success!”

Marking, Feedback & Presentation Policy

Author: Kate Stokes

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Dissemination: This policy is stored on the staff shared area of the school network under, 'policies', as well as posted on our website

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1. INTRODUCTION

1.1 At Abbott, giving constructive feedback to pupils is an important part of assessment. It is an effective way to keep pupils focused on agreed targets and enables them to make more sense of their learning. As well as being an essential part of the learning process, pupils are encouraged to look at errors in a positive manner and this produces a positive approach on self-evaluation and assessment. We believe that feedback is part of the learning process and needs acting on – it involves the learner more actively.

2. AIMS and OBJECTIVES

2.1 All feedback is:

2.1.1 Read and understood by children

2.1.2 Acted upon

2.1.3 Used as part of the dialogue to improve learning and progress

2.1.4 Two-way

2.1.5 Modelled by children when evaluating their work

2.1.6 Simple

2.2 With the ultimate test being that it is making an impact on the quality and rate of learning and progress.

3. HOW WE RESPOND TO PUPILS' WORK IN KS1 AND KS2

3.1 ALL COMMENTS AND MARKING MUST BE WRITTEN IN GREEN.

3.2 A tick, smiley face or sticker throughout a piece of work identifies and highlights any areas that a child has succeeded with, against shared criteria.

3.3 Underlining or circling identifies areas that have been less successful, or where amendments could be made. **Feedback addresses basic skills errors as well as the focus of the objective.**

Underlining indicates a grammatical error [sentence structure/tense/incorrect pronoun/missing punctuation]

 Circled words indicate a spelling error.



A tick will be marked to show a correct answer.

• A green dot will be used to mark errors in maths work.

3.4 The teacher will respond further, by marking with a stamp and making a comment that will assist the pupils and move their learning forward. These are thought of as 'closing the gap' comments and must not be 'generic' statements of praise. **The system supports pupils' learning by indicating how they could improve their**

standard of work. Feedback offers clear indication as to what needs addressing in the future and is easy to follow and helpful in relation to improving future work.

3.5 Teachers will feedback to the child using a relevant comment. This will be written in neat, joined handwriting [in-line with the school handwriting policy] at the bottom of the pupils' work alongside the stamp. **Work is appropriately and accurately marked with evidence of the next stage of learning and/or misconception being identified.**

3.6 In all subjects the following stamps will be used, alongside the basic skills prompts [as above], after every session.



Comments must:

- **identify explicit improvements that need to be made**

*"Rewrite your subheadings as questions."
"For Q4, show the written method used to solve the problem."
"Add a quote from a witness during the Viking invasion."*

Open-ended questions must:

- encourage children to clarify or stretch thinking. [Avoiding yes/no responses]

*"Can you explain what comes next in the sequence?
9 ½, 9, 8 ½.."
"How do you think Matilda felt at this point in the story?"*

3.7 The 'Thumbs Up' stamp is to be used to mark work, when a lesson has been taught/covered by an HLTA/TA.



Child has met the Learning Objective



Child is working towards meeting the Learning Objective



Child has not met the Learning Objective

- 3.8 In Literacy and Maths, teachers will also provide a weekly target on a Friday using the stamp below, which addresses an element of learning that children have not yet mastered [where relevant to next week's learning].

Weekly target:
Over the next week,
you must...

"...use a complex sentence, with accurate punctuation."

"... accurately identify the place value of 3 digit numbers."

4. LESSON ADJUSTMENTS

- 4.1 During a lesson, teachers need to be aware of any 'barriers to learning' and can adjust/alter the lesson appropriately, to readdress concepts or move learning forward. To show where a lesson has been adjusted, a stamp will be used to mark a change in the lesson.



- 4.2 It is clear by looking at sequences of work in learners' books that adjustments have been made to the programme of learning to take full account of weaknesses and misconceptions that have been previously identified.

5. HOW PUPILS RESPOND TO MARKING AND FEEDBACK

- 5.1 'Fix-it' time is used from Year 1 to Year 6. This takes places at the beginning of the next lesson or the next appropriate lesson to revisit work. **There is substantial evidence that pupils have been given the opportunity to address potential improvements.** During this time, children are asked to look for the relevant prompt that they have been given. Pupils will respond either verbally to a member of staff or write their response using a **red pen/pencil.**
- 5.2 During lessons children are also encouraged to add their own comments about their work, carry out peer evaluation activities and respond to immediate input and feedback from the teacher. All of which is clear by the use of red pen. **There is considered and immediate response from pupils to the feedback received and future work shows that much of this is sustained. There is an expectation that learners share ideas with talk/writing partners and consequently they share opinion on each other's' learning.**

6. YEAR 1 PROCEDURES

- 6.1 Teachers will mark work **with** children giving feedback during group activities and focus groups. They will also give verbal action points, questions or challenges to all children at least once each week, with support.
- 6.2 In **Year 1**, 'Fix-it' time should be used during group work for pupils to respond immediately to feedback – this shows progress and evidence of moving the children forward in their learning.

7. EYFS PROCEDURES

- 7.1 ALL COMMENTS AND MARKING MUST BE WRITTEN IN GREEN.
- 7.2 Teachers will mark work **with** children, giving verbal feedback during focus groups. This will be noted on children's work as such:
- 7.2.1 · **Green Dot** – Independent work/objective achieved.
- 7.2.2 · **Orange Dot** – Adult support needed/objective not yet confidently met.
- 7.3 Foundation Stage learning objectives and success criteria are in line with whole school policy

8. THE USE OF LEARNING OBJECTIVES AND SUCCESS CRITERIA

- 8.1 All work will have a clear learning objective, which will be posed as a question and taken from relevant year group objectives for that curriculum area. **Due to the fact that the feedback directly relates to the year's [band] objectives, it is clear that progress is being made toward the National Standard.**
- 8.2 Success criteria will be in the form of a 'You will...' statement giving clear steps for success. Any Assess and Review lessons, should be clearly shown in the LO to show evidence of assessment opportunities.
- 8.3 Learning Objective slips should be typed using Century Gothic Font size 12. **Work is then marked against the learning objective and success criteria and focused on learning outcomes. Written feedback is also linked to clear, user-friendly statements that learners understand.**
- 8.4 Learning objectives are to be initialled e.g.[LA or ABes] to show where a lesson has been taught by another staff member during PPA or periods of cover.

8.5 Examples:

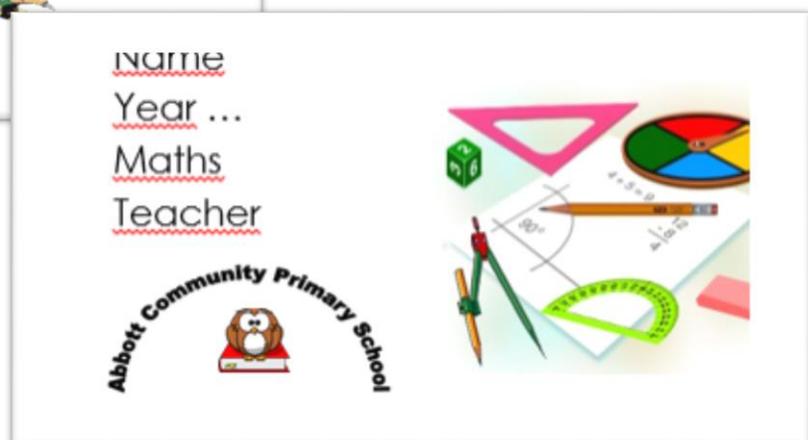
<i>Literacy</i>	Thursday 3rd September 2017 LO: Can I use fronted adverbials? SC: You will write a sentence that includes an adverbial; you will use a comma to correctly show the adverbial phrase.
<i>Maths</i>	Thursday 3rd September 2017 LO: Can I order and compare numbers beyond 1000? SC: You will use your knowledge of place value to write 4 digit numbers in ascending order.
<i>Foundation Subjects</i>	Thursday 3rd September 2017 LO: Can I explain why the transport system is important to Manchester? SC: You will...

8.6 **Deeper Learning activities** are also incorporated into maths lessons and are clearly marked in books. **There are guided opportunities for pupils to improve on an aspect of their learning.**

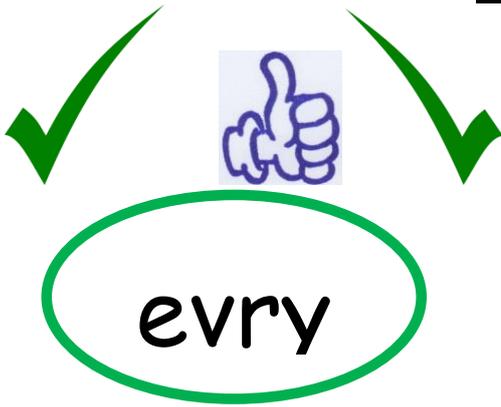
Deeper Learning: Perimeter
I have a perimeter of 24cm.
What shape could I be and what would the length of each of my sides be?

9. PRESENTATION

- 9.1 Teachers' presentation should reflect what we expect from the children in terms of joined, legible handwriting and accurately punctuated sentences and questions.
- 9.2 Children should at all times and with all written work, be encouraged to ensure that their work is 'presentable'. From Year 1 onwards most children are to be encouraged to use cursive writing, using pencil. By the end of Year 3, all children should be **writing in black ink** and in pencil in Maths books.
- 9.3 Children from Year 1 to Year 6 should be encouraged to stick in their own LOs and any worksheets neatly into books.
- 9.4 Amending errors – If a child makes a mistake, they should cross out the word with one line using a pencil or pen [as is appropriate for the equipment used in each year group], simply put an **x** beside the error or use brackets to highlight larger sections of error.
- 9.5 Work on paper – Standards should also be high when children are working on separate paper and they should be encouraged to remember presentation at all times.
- 9.6 Exercise Book Covers – There should be a uniform standardised approach throughout the school, using subject specific labels on all books, displaying the following information:



How did you do?



Well done!

Circle? Spelling!

Sam catched the ball

Underlined?
I didn't understand.



Try this.

Weekly target:
Over the next week,
you must...

Do this in your work this week.



We neatly cross out and fix mistakes when we spot them.



But we use red pens after our work's been marked.