



Wolds Federation

Presentation, Marking and Feedback Policy

Review Date: September 2016

Termly Interim Reviews by Heads of School

Presentation, Marking and Feedback Policy

Policy Statement

Across the Federation we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by having high expectations we will encourage children to work towards self-improvement and reach their potential in standards of achievement.

In all three schools we also believe that all children's work should be marked. Where possible we will always inform children of their achievements as well as providing them with targets to facilitate their future progress.

We aim to;

- Always make children aware of the focus aspect of each piece of work, ensuring that marking comments and feedback relate to this focus, which will be derived from the key objectives of the lesson.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work and can vary depending on the task.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and content.
- Provide children with constructive written feedback, opportunities to respond to marking and the identification of next steps.
- Set individual targets in relation to each child's ability and opportunities for them to meet these across the curriculum.
- Embed the principles of Assessment for Learning throughout the curriculum.

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy.

Guidelines for the marking of children's work.

All of the work that the children produce must be marked in a consistent way throughout the school so that children are very clear as to our expectations of them.

Our system of marking has been agreed with all staff to ensure that **quality** marking and verbal and written feedback is given to children in a meaningful way for them to understand. Clear symbols have been agreed by all teaching staff. These alter in KS2 to take account of maturity. Marking will be completed using a contrasting pen to that of the children.

Early Years

Assessment is primarily via oral feedback. Stickers /house points are awarded to encourage learning and progress. Written comments are primarily for the benefit of external agencies / teacher assessment.

Principles for marking

'Children need written feedback that provides clear evaluation of strengths and weaknesses, prompts further thought and reasoning, and identifies next steps in learning. Identifying elements of success and one or two areas to improve helps children to develop skills and concepts. Over-marking and providing too much written feedback makes the feedback inaccessible to children. It is more effective to have a smaller number of items focused on the success criteria.' (Primary Framework)

Marking a child's work should provide a helpful interaction between the child and the teacher. If children are to develop as independent learners with an awareness of their strengths as well as areas for development (learning targets) it is essential that children are made aware of the learning intentions of the tasks and of the criteria against which their work will be marked.

Shirley Clarke identified 4 types of marking, which we follow:

- Acknowledgement marking;
- Marking exercises which are correct or not;
- Quality marking by the teacher with 'closing the gap' prompts to move learning forward;
- Quality self/peer assessment by the child or pairs/groups of children working together.

Marking should:

- improve pupils' learning
- pay particular attention to the level of challenge provided, and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy
- be positive, indicating what has been done well as well as where mistakes have been made
- pick up individual or group targets, where relevant
- indicate an area for further development and how to set about the next priority
- be precise, including the use of shared technical terms
- be realistic in expectations
- clearly show progress over time

If the child has not met the objective or their presentation, handwriting and spelling is not as expected a written or verbal comment should be given in every subject, not just English and Mathematics.

Children will also have the opportunity to evaluate their own work by self-assessing against success criteria / steps to success.

Feedback

Marking is only of value if comments are read and responded to/regarded.

Response time should be made available for children to read and respond to comments made on their work. They should respond in green pen.

Where possible, marking will take place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Individual verbal feedback can be indicated on the piece of work by the symbol 'VF'. This is more powerful and has maximum impact when pointing out successes and improvement needs against learning intentions. It is also useful when;

- the feedback is complicated and would be too much to write or for the child to comprehend;

- the work is well below or above expectation and talking provides a more sensitive approach.

Quality Marking; When a teacher makes a detailed assessment of the work carried out by an identified group. This will focus on specific agreed success criteria, which has been shared with the children. **Quality marking should take place at least once every three weeks for each child in English and Maths.**

The application of English and Maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

On occasions children may self-mark under teacher direction in order to gain instant feedback.

Non-negotiables for marking and feedback across the Curriculum

All staff will follow this policy

All work should be marked

KS1 and KS2 marking symbols should be used consistently

Quality marking should take place at least once every three weeks for each child in English and Maths to include the following:

- Closing the gap prompts;
- Response time.

KS1 children use pencils

KS2 children use black ink when appropriate

Teachers mark in purple

Children respond in green pen

Children peer assess in red pen

Children understand the marking and feedback process and can communicate this to others

Heads of School will monitor and evaluate the quality of presentation, marking and feedback in line with the attached checklist (appendix 1) every three weeks.

Marking symbols

KS1

AS Adult Support Given

NP New Paragraph

Red, Yellow and Green dots for adults information as to whether L.O has been achieved

Self assessment:



✓ Acknowledged

C Capital Letters

. Full Stops

Finger Spaces

T Target Achieved

↓ Keep handwriting neat and on the line

sp. Spelling error

Quality Marking uses the 2 stars and a wish/way forward system



KS2 (Symbols to appear in circles)

- T Achieved personal target
- . Remember to use full stops
- C Remember to use capital letters correctly
- NP Start a new paragraph - indicated by a line in the text
- NL Start a new line - indicated by a line in the text
- Sp Spelling error
- GT Guided by the Teacher
- L.O Learning Objective achieved
- ✓ Acknowledgement mark
- ✓✓ Teacher approval for good vocabulary, use of a simile, adjective etc - next to the item
- ^ Insert word / invite child to insert word
- G Check your grammar
- AS Adult support given
- VF Verbal feedback given
- ⇒ Way forward/wish
- PA Peer assessed
- SA Self assessed

Quality Marking uses
the 2 stars and a wish/way
forward system

