

SMARDEN PRIMARY SCHOOL

'Enjoying, Learning and Achieving Together'

Presentation, Marking & Feedback Policy 2021-2023

Designated Safeguarding Lead(s)	Claudia Miller (Head Teacher)
	Sophie Young (Deputy DSL)
Reviewed by Governors	March 2021
Due for Review	March 2023

Presentation, Feedback and Marking Policy

Key Contact Personnel in School

Mrs Claudia Miller

Headteacher

Date written: **July 2020**

Date agreed and ratified by Governing Body: **March**

Date of next review: **July 2021**

This policy will be reviewed at least annually.

School Vision

Rationale

This policy sets out how the use of presentation, marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective verbal or written feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs of the pupil enabling them to become reflective learners and help close the gap between current and desired performance.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of presentation, effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Expectations

Presentation of learning should:

- Be neat, demonstrating care and thought
- Provides the first impression of quality of learning and should be valued as such, although does not supersede content or quantity of learning
- Reflect the expectations within the current Handwriting Policy.

Marking and feedback should:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Be manageable for teacher and teaching assistants with regard to their workload.

Organisation

All recorded learning should start with the date and learning objective. This can be printed and stuck in books for EYFS, KS1 and Lower KS2 or written by the child (if appropriate) upper KS2:

- Writing tasks – Full written date and learning objective (underlined with a ruler and a pencil)
- Maths – Numerical date and learning objective (underlined with a ruler and a pencil)

When a teacher or teaching assistant works with focus children they will mark their learning (possibly with them) or may give verbal feedback to each child. To show that a child has received verbal feedback and/or some support the teacher or teaching assistant should stamp and initial the learning.

Presentation

Children will begin to write in ink as appropriate throughout Year 4. When this is the case they will be issued with a blue, nibbed pen. Fibre writing pens may be used by children who have difficulties with hand control. Purple biro pens are used for editing from year 2 up.

We use a cursive script, which is clearly explained and demonstrated in our handwriting policy. Adults will model this in their writing and marking. Mistakes should be crossed out in pencil, neatly with one straight line.

Illustrations are drawn in pencil and coloured using coloured pencils. Felt tips show through the page and are not to be used in books. Diagrams are drawn in pencil and a ruler used to draw straight lines. Numbers occurring in text should normally be written as words, except for dates.

In Mathematics, where appropriate, work should be set out in columns with each page divided into two with a neat fold. However, with the variation in mathematics children should be encouraged to make sensible judgements about the presentation of their learning. From year 4, children will draw a margin 2 squares wide and a centre column 2 squares wide (where appropriate).

Children work in pencil; all straight lines are drawn with a ruler. Corrections must be completed before new work is started. Corrections should be written adjacent to, or below, the original error where possible.

Marking Processes




Teachers' well considered intervention

Teachers conduct 'in the moment' marking wherever possible. This takes place within a lesson to prompt deeper thinking, and swiftly address misconceptions. It takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning situation with a pupil or as part of a group.

For younger pupils this can be noted down to record the feedback and response process.

Self-assessment

Where appropriate, pupils can place their book in one of three trays at the end of the lesson:

Red		'I don't think I understand yet.'
Amber		'think I got it!'
Green		'I got it!'

If a Learning Objective refers to Success Criteria – for example key features of a text type or genre in English - then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in pencil and the peer assessor's initials must be also left. They must be taught how to mark learning in a way that is respectful, neat and accurate. All children will have the opportunity to give each other respectful verbal feedback.

Review of Pupils' Work

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. Then sort the books into three piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers tick each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid.

See Appendix 1 for an example of a marking grid when finished (fleshed out a bit more than would be necessary in practice).

The time taken for this book checking process will vary between year groups, but should not be an arduous task. Where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics).

After this, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

Non-negotiable Procedures for Marking.

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases.
- The marking code should be accessible to all pupils and adults on a poster in the classroom.
- **All** pupils' work is 'ticked' by Teacher or Support Staff, indicating it has been seen.

Marking System and Code

- All teachers and teaching assistants mark in green ink. Any marking undertaken by children is in pencil.
- It is assumed that all work is completed independently unless Teachers indicate when support has been given by using 'S'.
- Use the codes below to indicate where work requires correction.
- Children should be taught to self-assess.
- Teachers and teaching assistants should make every attempt to 'mark in the moment' when they are making interactions to support learning or move it on quickly within lessons.

We use the following signs and symbols in our marking:

- ✓ correct work
- incorrect calculation in mathematics
- ✓✓ adventurous vocabulary

- _____ an incorrect spelling. Focus on the incorrect spellings of words they should know for their age or topic words that are currently on display in the room or on word mats. For EYFS and Year 1, the marker writes the correct spelling for the child; in Year 2 and upwards, the child will use a dictionary to find the correct spelling and then write it three times in their book.
- KW** if a piece of work is marked by someone that is not the class teacher, they will include their initials.
- CT** support has been given by the class teacher
- TA** support has been given by the teaching assistant
- P** in the margin indicates incorrect or missing punctuation (e.g. capital letters, exclamation marks, question marks, inverted commas).
- O** if greater scaffolding is required to identify an error, a circle can be drawn around the error e.g. insertion or omission of a capital letter
- ✓ a small tick next to the learning objective indicates the LO has been met

Supply teachers

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook on arrival in the school. A copy of this policy can also be found in the policies folder on the school website.

Responsibilities

- It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.
- The SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.
- It is the responsibility of the Deputy Headteacher to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

- It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean to support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

Monitoring, Evaluation and Review

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Headteacher will also monitor the impact of feedback sessions through work scrutiny in both maths and English as part of learning walks to monitor the quality of teaching and learning in the school. In EYFS this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how feedback marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. Feedback will be given to all teachers.

Evaluation of feedback and response will be done by measuring the impact on pupil progress, using progress data, discussions in pupil progress meetings, review of SEN provision and impact of the Pupil Premium Grant.

Newly Qualified Teachers will be provided with additional guidance as part of their induction programme.

The policy will be reviewed every July by the whole staff.

Whole Class Feedback Sheet

Lesson:

Date:

Work to Praise and Share	Need Further Support
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Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 1

Example of completed Whole Class Feedback Sheet

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie’s book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie’s book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack’s work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. ‘The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.’</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	