



STICKLEPATH COMMUNITY PRIMARY ACADEMY

MARKING, FEEDBACK and PRESENTATION POLICY

(2021 January update)
(linked to Assessment Policy)

1. ETHOS

- i) Marking of pupils' work in all subjects, in the form of either written or verbal feedback, should be regarded as a regular means of communication with pupils about their individual progress.
- ii) This communication needs to be in a form which is comprehensible and clearly able to be understood by the individual pupil.
- iii) The feedback on progress that this represents should inform the next step in pupils' learning.
- iv) Standard English (grammar and spelling) should be addressed.
- v) Pupils should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively in written English.'
- vi) We highly value teachers' professional judgements when marking and giving feedback. They will therefore use the feedback policy as a guide rather than a strict set of boundaries. What's right is what works!

2. PURPOSES OF MARKING

- i) to motivate pupils to further effort by highlighting current achievements, clearly indicating successful features of the work
- ii) to assist pupils by the setting of clear targets to focus on aspects of work where further development is needed. This could include at least one prompt for immediate action on a piece of completed work (closing the gap prompt)
- iii) to provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning
- iv) to enable the teacher to make judgements about pupil attainment and progress

3. GUIDELINES FOR MARKING

In order to provide a degree of consistency the following guidelines should be adhered to:

- i) There is not an expectation that every piece of work will have written marking, as teachers may use other assessment techniques to gather information and move the children's learning on.
- ii) Feedback is best delivered 'in the moment' and, wherever possible, the 'bulk' of feedback should take place in the session. In KS2 the majority (if not all) of procedural marking should be done in the lesson, mostly by the child in order to see their errors and correct.
- iii) Work should be collected in regularly and returned as quickly as is practicable.
- iv) Children must be clear about the focus of the marking. This could be:-
 - o Evidence of success against the learning objective and next step (for this to be effective, the learning objective must be very focused e.g. 'I can plan and write a story' is NOT a learning objective but 'I can write a story that uses a variety of sentences to create tension' would allow for effective marking)
 - o Evidence of success against personal targets
 - o Evidence of success against given success criteria
- v) Children should be encouraged to self assess. They should be *explicitly* taught to read through and check work before handing it in, sometimes with a partner. Children always peer and/or self assess when using success criteria.
- vi) Teachers are encouraged to get children to mark procedural work in class time to minimise distance marking.
- vii) The school uses 'tickled pink' to highlight successful features of the marking focus (up to a **maximum** of 3 examples highlighted) and 'growing green' to highlight an area for development or improvement (one error which may be highlighted a number of times). **Growing green MUST lead to an action from the child.**
- viii) Spelling – Time will be given in KS2 for children to identify misspelt high frequency words and correct. Other spellings may be picked up by the teacher using the marking symbol below. Pupils must find the correct spelling independently. If the pupil needs more support, the correct spelling is written in the margin for the child to use to correct.
- ix) Teachers must indicate the level of support in writing tasks if not independent using the terms 'guided' (G)
- x) When indicating errors or correct features all staff should use a coloured pen and adopt the following standard symbols:

| | | |
|----|------------|--|
| sp | KS1 KS2 | Spelling error Underline the word or the part of the word and write sp in the margin. |
| II | KS1 KS2 | New Paragraph |
| P | KS1 | Where punctuation is required, or used by mistake, write in margin. Children are required to find the mistake and amend. |
| C | KS1 | Where capital letter is required, write in margin. Children required to find the mistake and amend <i>*please note that whenever possible the child should have had an opportunity to self-correct and edit before teacher marking.</i> |
| √ | KS1 KS2 | Ticks used in maths. |

| | | |
|-----|------------|--|
| ■ | KS1 KS2 | Incorrect answer in maths |
| λ | KS1 KS2 | Word or letter omitted |
| LO✓ | KS1 KS2 | Learning Objective Achieved |
| D | KS1 KS2 | Oral feedback/Discussion has taken place |
| G | KS1 KS2 | Guided Work (level of support may also be indicated) |

4. Pupils' Self Corrections

- i) Pupils need to be taught how to neatly self correct **but** it is important that the message they receive does not devalue mistakes – a key Growth Mindset message.
- ii) Small errors e.g. spelling mistake –put a cross beside mistakes.
- iii) Closing the gap responses and more detailed editing e.g. where a child may need to rewrite a whole sentence or paragraph, will be done on the left hand page (which is left blank).
- iv) Year 3 onwards – purple pen used by children when responding to teacher marking . Self-correcting own work when appropriate is done in black pen.

5. Marking Feedback and Target Setting

i) English Books:-

- Elicitation task
 - reviewed against a success criteria generated by class during imitate stage of sequence, from which children in (sometimes in discussion with teachers) will generate two targets.
 - Targets to be displayed on the flap in the front cover. New targets to be laid over the old, so the old can still be read.
 - Success criteria given with a space for child to write own target if appropriate.
- Teaching sequence
 - Tickled pink and growing green marking linked closely to very focused learning objectives some of which will focus on personal targets.
 - non-negotiables will be edited by the children **in the last ten minutes of each lesson**, when appropriate.
- Innovate
 - Teacher marks against personal targets and non-negotiables.
 - Update targets if appropriate.
- Invent
 - Teacher marks against personal targets with an expected respond to marking.
 - Teacher to review the impact of teaching - if pupils haven't achieved the target what could be done differently.

ii) Maths Books:-

- In KS2, time in sessions should be spent on children/peers marking practice procedural work and doing corrections in purple pens wherever possible to reduce teacher distance marking.

- From Y2 onwards, opportunities to self-correct after children have self-assessed or peer marked should be incorporated into lessons.
- Teachers will assess the learning in books and record judgements against the LO in their record book.
- Teachers should provide developmental feedback for enrichment tasks where they judge appropriate but as a rule this will be at least once a half term.

iii) **Topic Books**

- Where possible, in topic lessons as in core subjects, the pupils will be given ten minutes to self check and edit writing for non negotiables.
- Rather than weekly marking, in topic books there is an expectation that all will have a final assessment based on the child's knowledge, skills, understanding and independence shown throughout their book. This will be marked by teacher. In KS2 this will also include the child.
- In addition (or within same assessment) the teacher will also mark explicitly against a key curriculum objective.
- Teachers will continue to give frequent verbal feedback and scan books during lessons in order to maintain standards and daily assess.

iv) **Other Books:-**

- In KS1 non-negotiables to be marked once taught.
- Regular verbal feedback and general scanning for non negotiables will inform child.
- Presentation standards are adhered to (see section 7)

6. MARKING IN THE FOUNDATION STAGE

- Where writing takes place as an adult led activity, verbal prompting and feedback happens simultaneously.
- Writing that children do as part of their child initiated learning may be shared with the group or class with positive feedback and kept as evidence towards the Foundation Stage Profile.
- Children are encouraged to practice particular letter formations, spelling of tricky words or punctuation in a follow up activity to 'close the gap'.

7. PRESENTATION

- Dates – written on the second line down in left hand corner underlined with a ruler from Y2; long date for everything except maths where the number date will be used. Children must hand write the date from Year 1.
- Objectives – recorded beneath the date leaving a line between. Recorded on left hand side and underlined with a ruler. A line will be left before the work starts.
- English books – From Year 2 the left hand page will be left blank for respond to marking, editing and feedback.
- Maths – one number per square (where appropriate –e.g if work is clear and neat not needed). Presentation to be modelled to the children where appropriate. Square sized books to be changed as appropriate to the child e.g. where a child is recording neatly but not within the squares, change the book to smaller squares. There is an expectation that children will write into books rather than onto a printed sheet.
- Handwriting
 - Penpals writing scheme across Reception, KS1 and Year 3 and Year 4. Expectation of this in Y5/6 but the child may have adopted a more individual style.
 - Scheme needs to be modelled around the school.
 - Reception - letter formation will be secure for all pupils by the end of the year with phase 3 digraphs joined.

- End of Year 1 – pen grip will be correct.
- End of Year 2 – all pupils will have a joined, fluent style. Practise will take place four times a week which will be taught by the teacher or a TA with appropriate training and marked, mainly during the session as part of daily phonics with additional provision for pupils in need.
- Year 3/4 – practise three times a week (review on an annual basis as handwriting becomes embedded at KS1.
- Pupils to move to biros at the discretion of the teachers in Years 3 and 4 and to biros in Year 5/6 in preparation for secondary school.
- Pupils who need additional support will be provided with Wave 2 intervention.

8. NON NEGOTIABLES (NN) (recorded on the Response to Marking sheets in the front of English books)

i) Reception:

- Full name on each piece of work with capital letters.
- Letters formed correctly as taught.
- Short date can be used. The aim is to get children writing a full date by the end of Reception year independently but this will down to teacher discretion.

ii) Year 1

- All phase 4 words and below.
- Singular.
- Finger spaces.
- Capital I for first person.

iii) Year 2

- Year 1 plus
- Capital letters and full stops.
- Plural.
- Endings – ed ing er est.
- All phase 5 HF words.
- Spellings and patterns taught in phonics.

In KS2 the expectations for non-negotiables are that the children do these corrections independently BEFORE work is handed in. This will mean a commitment of time by the class teacher for children to be able to do this at the end of sessions.

Teachers may use this directed time to then work around groups to direct them to improve other areas (developmental) using the 'D' symbol in the margin.

Persistent errors in NN editing will be picked up teacher who will determine whether this is because of a lack of understanding or motivation. This may then need to be addressed in a different way.

iv) Year 3/4

- All above (including joined handwriting) plus
- End of sentence punctuation.
- Capital letters including for names, headings and subheadings.
- Dates correct.
- Careful underlining with rulers.
- Words displayed around the classroom accurately.
- HF words.
- Spellings patterns learned.

v) Year 5/6

- All above (including joined handwriting) plus
- Homophones.
- Correct use of apostrophes.
- Standard English verb form.

9. REMOTE LEARNING MARKING AND FEEDBACK

During the Covid-19 pandemic and subsequent school lockdowns, the school moved to online learning platforms to teach children remotely. We deliver this learning for EYFS and Y1 through Tapestry and for Years 2 - 6 through Google Classroom. Wherever possible, we apply the guidelines and the spirit of this policy but it worth noting these key points:

- There is a shared expectation (by staff, parents and children) that ALL work completed in the morning of a remote learning day, will be checked and in most cases responded to by the teacher. Generally this will be for the core subjects. This may involve a level of procedural marking or a more in depth developmental comment that requires a response.
- Marking and feedback will take a number of forms remotely. Main examples include:
 - ❖ computer generated marking - e.g google forms
 - ❖ typed comments on the children's submitted google docs
 - ❖ children's work highlighted pink to show successful features or green to show features that require development
 - ❖ teacher verbal feedback embedded into the google document through the Mote App
 - ❖ children can also use the Mote App feature to respond or ask questions.
 - ❖ an email check in
- Work for foundation subjects completed and submitted later in the day may have also been marked or fed back using the above features but may just have acknowledging generic comments attached depending on the task. Some work will not be responded to at all.
- Where children have been given feedback that requires a response, the teacher will check that this has been done and contact the child/parent if this is not being actioned.

RESPONSIBILITIES

- i) **It is the responsibility of the Assessment Leader:**
- to monitor the consistent use of this policy across the school and to report back to staff on a regular basis.
- ii) **It is the responsibility of all classroom teachers:**
- to ensure that all class work and homework is marked according to the school's marking policy **and that pupils have the opportunity to respond to closing the gap comments.**
 - to ensure that when marking takes place any unfinished pupil work is subsequently completed.
 - to ensure that assessment information informs further curriculum planning.
- iii) **It is the responsibility of the pupils to:-**
- explain their learning journey and how teaching, assessment, feedback and targets have contributed to this. They are also responsible for correcting their own basic errors before handing any work in to be marked.

As a matter of policy and practice Sticklepath Community School carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy, logged below:

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