



C of E Primary School

## **Marking, Feedback and Presentation Policy** **March 2011**

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Our overall aim is to have a marking and feedback policy that is meaningful and clearly understood by the children, staff and parents throughout the school. We believe that this policy ensures pupils know how well they have done and what they need to do next to improve their work. The children are sometimes given time to respond to the feedback and make improvements on their work. This policy helps the teacher to keep informed of individual needs and provides a record. We want marking to be useful, provide ongoing assessment and to inform future learning targets.

### **Purposes; Reasons for Marking**

- to recognise, encourage and reward children's effort and achievement and to celebrate success
- to provide a dialogue between teacher and children and clear, appropriate feedback about strengths and weaknesses in their own work
- to improve a child's confidence in reviewing their own work and setting future targets by indicating the 'next steps' in learning
- to indicate how a piece of work could be corrected or improved against success criteria
- to help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum
- to identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed
- to provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved
- to help in reporting to parents
- to aid curriculum planning

### **Principles for every day marking**

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.

Marking should:

- relate to what is taught, reinforcing the objectives
- 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.

## **Whole School Marking Scheme**

We have developed a written progressive system of marking that will be used across the school to ensure consistency. Our Marking Policy is accessible and will enable the children to make use of what is written.

### **Yr R – Yr 3**

At the end of each piece of written work the teacher will write:

- O (objective)
- P (presentation)
- I (independent/unaided)

For Years 2 and 3 there will also be:

- S (spelling)

If the child achieves the above a happy face will be drawn on each symbol. If there is room for improvement, this is indicated as; ☺ and if the work is below expectations this will be shown as; ☹

If the child has not met the objective or their presentation and spelling is not as expected a written or verbal comment will be given.

Children will also have the opportunity to evaluate their own work by drawing their own face:

- ☺ I did my best and had no problems
- ☹ I have completed the work but it is not my best work
- ☹ I found the work difficult

Marking may be done in any colour pen, but red.

***Note; time should be made available for children to read comments made on their work. They will find out how they are getting on and what the next learning step will be.***

## **Feedback**

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

Wherever 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.

### **The nature of feedback**

- Comments should refer to the learning intention of the task and its success criteria.
- Comments may form the basis of a discussion between teacher and child such as reviewing targets set
- Comments may be oral or written

*Research has shown that immediate feedback is the most effective and is therefore more likely to be **verbal** rather than **written**.*

## **Verbal feedback**

**Individual verbal feedback;** can be indicated on the piece of work by the symbol 'V'. 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.

**Whole class verbal feedback;** at the end of lessons going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.

**Group verbal feedback;** to be given as part of a dynamic process either during the lesson or at the end.

**Work that has simply been ticked and marked with a 'V' indicates that sufficient oral feedback has been given during the lesson.**

**Written feedback;** should be clear in meaning and developmental (children will find out how they are getting on and what their next learning step will be). Where written feedback is given, time should be made available for children to read the comments on their work, or to have an adult read them.

## **Accuracy**

The degree of accuracy expected from each child will vary according to the child's age, ability and the learning intention of the task.

We would expect maximum accuracy from an individual child when:

- work is to be displayed
- there is considerable help from the teacher or Teacher Assistant
- the child is an able and experienced writer

In some tasks we would want the child to write without having to worry about the constraints of spelling words correctly. We would expect them to have a go and underline the words they have tried with a dashed line .

The following marks or symbols will be increasingly used on a child's written work as they move through the school:

- a highlighted spelling means that the correct spelling should be learnt
- sp next to a word means that it should be corrected, either on the work or when redrafting
- • means a full stop is needed here
- / means a full stop is not needed here
- □ around a letter means a capital letter should have been used
- // means start a new paragraph
- ○ around a word means find a better word e.g change 'nice' for 'beautiful'

Some aspects of work may be highlighted to show a concept or learning objective has been met such as the good use of punctuation. This may be done by the teacher or the child when they evaluate their own work.

#### **Yr 4:**

- Spelling mistakes are underlined and corrected in the margin. Key words for the topic will be selected and not every incorrect spelling.
- Grammatical mistakes are circled
- // are inserted where there should be a paragraph

Work is marked against the learning objective, with good efforts being noted. Next steps or challenges are added.

Where verbal feedback is given, a written note of the content is made. Marking is done in green pen.

### **Presentation**

As educators we are concerned with the quality and presentation of the children's work. We feel it is important to encourage the children to take pride in all that they do.

#### **Children's Presentation of Work**

- Rubbers are only to be used for drawings and at the discretion of the teacher. It is useful in all subjects to see the errors children are making and the excessive use of a rubber does little to enhance presentation. In the summer term, when a child in the Early Years Classes makes an error they will be asked to put a line through it. In the Yr 1, 2 and 3 classes' we will expect the children to bracket the work and put a cross by it.
- All work should be dated.
- All work for Topic books and display should be done on unlined paper.
- From Year 1, children should be taught how to use guidelines to keep their writing straight.
- By the end of Year 2, lined and squared exercise books should be introduced to the children.
- As soon as a child is expected to 'title' the work, they must be taught how to underline the title with a ruler. Children must be taught to use a ruler for any work that requires a straight line as soon as they are capable.
- Children should be encouraged to think about where they place their work on the page. It would be appropriate to give younger children paper with a border around it. Older children could select their own borders from the graphics programmes on the computer or design their own.
- Children need to be taught how to select and apply glue when mounting their work, i.e. to place glue sparingly around the edges of the work they are mounting. This skill should be introduced in the Early Years Classes.
- Children in Year 3 should be expected to use pen when producing work to be displayed on the wall or in their books. Any mistakes should be bracketed with a

small x beside it. Year 2 children may use pens when their handwriting is formed sufficiently well enough to cope.

- Work mounted in the child's topic book should reflect the high standard of presentation as shown on the display boards.

### **Teachers' Presentation of Children's Work**

It is important that Teachers show their appreciation of the children's efforts by displaying their work in such a way that reflects a celebration of their achievement and to set standards.

- All work displayed must be mounted. Increasingly, children should be encouraged to mount their own work, but when displayed on a wall, note should be made of the fact they have done so and the skills they used in doing so.
- Any work displayed must be the child's best effort. Correction of work to be copied out for display should reflect the Marking Policy. It may not be possible for all work to be completely error free.
- Titles on display boards should reflect all forms of writing, e.g. capitals, hand written in the school's chosen cursive script, print and type face in a variety of fonts.
- Work can either be stapled or pinned, but pins are not suitable in areas where children can brush against them. When stapling work, staples should be set straight, lined up with the edges of the work.

### **Monitor and Review**

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes. This Policy will be reviewed annually