

WHEATLANDS PRIMARY SCHOOL



Marking, Feedback & Presentation Policy

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Marking, Feedback & Presentation Policy

1 Introduction

At Wheatlands School, we take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. Effective marking and feedback is integral to good teaching and learning processes. By empowering children to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. As a result of this reviewed policy there will be greater consistency in the way the children's work is marked across the key stages. It will be the responsibility of the teacher to carry out all marking. Where support staff mark work the class teacher must oversee it.

2 Aims and Objectives

We mark children's work and offer feedback in order to:

- Inform the child what they have done well, giving recognition to achievement and effort.
- Show that we value the children's work and encourage them to value it too.
- Boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future.
- Offer the children information on the extent to which they have met the learning objective.
- Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others.
- Encourage a consistently high standard of presentation.
- Develop attitudes of perseverance and conscientiousness, encouraging effort in children's work and pride in their presentation, highlighting work that is not of a child's individual standard.
- Gauge the children's understanding and identify any misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform our future lesson planning.

3 Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback:

- It should be meaningful, manageable and motivating.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. This can be done through awarding house points and stickers.

- Marking and feedback is the dialogue that takes place between teacher and child, ideally while the task is still being completed. Verbal feedback should be given at every opportunity, small intervention groups are ideal for this.
- Marking should relate to the lesson's learning objective, prior learning and the child's individual areas for improvement.
- The child must be able to understand and respond to the comments made, whether verbal or written, and be given time to do so.
- Time must be given for the child to improve their work.
- Comments should be appropriate to the age and ability of the child and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly to help promote ownership of learning. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries and during group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers should note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Implementing the Marking Policy

- 4.1 Marking should always be carried out using a red pen using the school's neat, cursive handwriting style.
- 4.2 The school has explicit rules that apply to all pieces of work e.g. the date must be underlined, with the Learning Objective (L.O) written below. Teachers will not accept the work unless these rules have been followed. Green, orange and red stickers are used to identify whether the child has met the lesson's learning objective. In EYFS this is done using a felt tip pen.
- 4.3 In addition to these general rules, there are specific rules for specific types of work, e.g. maths. These rules have been taught and are made clear in the presentation section of this policy. They make it clear what good quality work in the subject should look like.
- 4.4 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

- 4.5 Written feedback, where needed, should include a positive comment and/or a constructive statement indicating how to improve using 'T' (in a circle) for target where applicable. This may be in the form of visual symbols rather than text for younger children. The same target shouldn't be written repeatedly in feedback. 'Next Time' and 'Now Try this' statements can be used in order to further challenge the children.
- 4.6 Where children interact in the marking/feedback process, they will be all the more engaged and receptive to improvement. In fact, children should be encouraged to suggest areas for improvement through discussion/verbal with an adult 'in the moment'. There is no need to indicate within marking where verbal feedback has been given. It is assumed that this good practice is used by all staff.
- 4.7 Children are given opportunities to read and comment on their own or another child's work, but the teacher must always review this.
- 4.8 Teachers in KS1 and KS2 will mark spelling by underlining the incorrect word. Teachers should not identify or correct every mistake. For children in KS1 teachers will underline up to 3 mistakes, KS2 will underline up to 6. The teacher will then write the correct version for the words at the end of the piece of work for the child to copy and practice 3 times underneath. Additional verbal feedback and support should be given for any regular mistakes being made, especially key word mistakes. Feedback linked to RWI strategies should also be used e.g dots and dashes, circle the tricky part
- 4.9 Letter/number formation must also be commented upon and inaccuracies practised.
- 4.10 Where support has been given with tasks it should be identified through use of 'S' within the margin, otherwise it will be presumed that the task was completed independently.
- 4.11 When identifying an area for specific improvement or next steps/challenge, the work should be highlighted in green. The child will then be expected to carry out that specified task independently during response time or in the moment during verbal feedback.
- 4.12 During the writing process it is expected that marking will be evident up to and including the editing stage of the process. A positive comment, where applicable, can be written on the published piece. No other marking is necessary. This is the piece of writing that must be assessed using the writing criteria sheets in the back of children's writing books.
- 4.13 During the editing part of the writing process all children should use a green biro to show improvements made.

EYFS

In the Foundation Stage, marking is used to give praise and feedback to the children. Primarily feedback is verbal as this is appropriate to the age and stage of the children. Feedback celebrates the children's success and highlights the next steps. Children's level of development is informed by a variety of sources including adult's first-hand knowledge of the children, observations, adult led work in books/files and work produced independently in provision areas.

Interactions with children may be recorded on Seesaw allowing families to be involved with their children's learning. Adults at home can also contribute to their child's journal, to highlight any learning that takes place at home.

Children's work may be scribed by adults or annotated using a black pen or pencil. Marking is in red pen to prepare children for KS1.

5 Presentation

Expectations

- Where staff are writing comments in books they should use the school's cursive handwriting style neatly.
- Children should work in pencil throughout school until KS2 when the child earns their Pen Licence. They will then be given a black biro.
- Pencils should be sharp so that writing is as neat as it can be.
- Teachers should ensure that both ways of writing the date are displayed on the board each day. The full date does not require the year to be included.
- The Learning Objective should be displayed for children to use.
- Staff should actively promote correct letter/number formation in line with the school's cursive handwriting style.
- Children should correct any errors by putting a line neatly through a word, with the correction written above or next to it. The use of rubbers is allowed at the teacher's discretion.
- Handwriting should be in the school's cursive style starting in Year 1, joined up from as soon as able.
- All questions and answers should be numbered in the margin.
- If colours are needed in exercise books, coloured pencils, not felt tips or crayons should be used unless on a sheet to be stuck in.
- Any worksheets should be stuck into books neatly and where folded tidily. Sheets should not hang over the edges of pages.

Setting out of Books

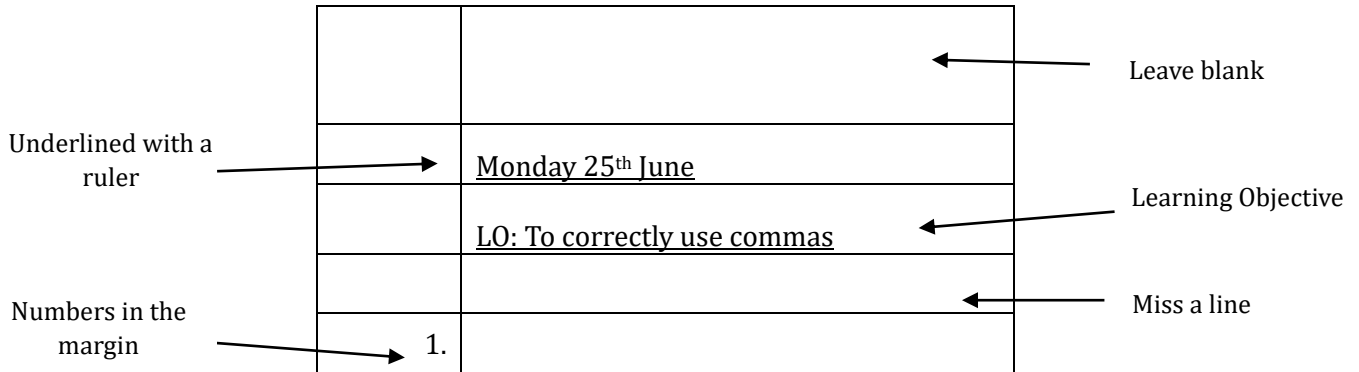
Maths

- Children use squared paper for maths from Y1.
- Children should be taught to use one **digit** per square.
- Maths is always completed using a pencil.
- Rulers are used for all straight lines being drawn including within calculations.
- If the child makes a simple error they can rub it out. More complex errors should be crossed through with a single line.
- Children miss a line before starting the next piece, on the same page if room. In Y1 children start a new page each day.
- Books are set out as follows:
 - a) page folded in half from Y2
 - b) two columns of work per page, one column on each half of the page
 - c) all work to be dated using the number date i.e. 13.05.24
 - d) question numbers are separated from the answer using the number followed by a dot e.g 1.

e) calculations should be separated by leaving a row of squares between each one.

English, Science, Topic

Books with lined paper are set out as follows:



- Full date to be used.
- Children miss a line before starting the next piece, on the same page if there is room.
- Errors in written work should be crossed through with a single line.
- Any underlining or crossing out should be done with whatever they are using to write with.
- Children should not write underneath the bottom line of the page.

6 Role of Other Adults

Support staff may mark work with groups of pupils with whom they have been working. Support staff should not be expected to mark work during times they cover classes.

Supply teachers who carry out work in the school are expected to mark all work, as far as possible in accordance with this policy. Supply teachers and new staff should receive a copy of the marking guidance as part of their induction. Work marked by a supply teacher may be indicated in books with 'supply'.

Pupils in school are required to follow this policy as appropriate, however the class teacher is also required to oversee marking completed by the student to ensure quality assurance.

7 Responsibilities

It is the responsibility of the class teachers across a year group to ensure that this policy is consistently carried out, including enabling children to respond to feedback tasks.

It is the responsibility of all staff working with children to ensure the marking code is consistently adhered to across the school

Each Phase Leader has the responsibility for monitoring that the policy is being consistently carried out in their particular phase. Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN children. This includes reference in support plans if appropriate.

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

SEND 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 support to enable pupils to read comments, it may mean recording verbal feedback and response. Such requirements may be identified in a pupil's support plan as required to ensure consistency and transference of information when moving through the school.

8 Monitoring and Evaluation

Monitoring of the policy will be done through regular book scrutiny led by the Headteacher, DHT and Phase Leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher and SLT will also monitor the impact of developmental marking through work scrutiny in both maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys.

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.