

Howden-le-Wear Primary School.



Marking, Feedback and Presentation Policy

February 2018

Marking and Feedback Policy

Howden-le-Wear Primary School

1.0 Rationale

1.1 To ensure all children throughout the school have their work marked in such a way that it encourages a higher standard of achievement, develops their self confidence and raises their self-esteem.

1.2 Marking and feedback is an essential part of the teaching and learning process. Marking should reflect the learning intention and be linked, where relevant, to children's targets. As children progress through Howden-le-Wear Primary School, they will develop in their ability to self and peer-assess their work against the success criteria and demonstrate an ability to explain how their work can improve both verbally and non-verbally.

1.3 At Howden-le-Wear Primary School we recognise that all curriculum areas have to be assessed and we strive to ensure that pupils' work in each area is marked in an appropriate manner.

1.4 *Marking* - is the annotating of a piece of written work, using words, symbols and grades. It is usually in written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at and "in depth feedback" is given where appropriate. Less detailed marking is often supported by verbal feedback

1.5 *Feedback* – may consist of a dialogue between teacher and child, a group or a class and will provide pupils with information about how they performed in relation to the learning objective(s), and the next steps necessary to improve their work.

2.0 Purpose

2.1 Effective marking and feedback:

- Helps children become better learners by giving a clear picture of what they have done, and what they need to develop;
- Give recognition and praise for achievement. This is done in a variety of ways, for example, by using Smiley Faces, stickers or stars, by using the Castle Points Reward System or by sharing work with their peers or other children in the school community;
- Provides suggestions for the next learning task;
- Enable parents to understand their child's strengths and areas for development;
- Identifies targets for individuals or groups of children;
- Ensures regular dialogue between teacher and child;
- Suggests individual strategies for improvement;
- Provides a useful assessment tool;

- Enables a child to identify their strengths, address their areas for development and provide challenge.

3.0 General Principles

- All work, including homework, should be marked in accordance to this policy.
- It is the aim that, where possible, all Literacy and Numeracy work will be marked no later than the beginning of the next school day.
- All other work should be marked weekly.
- All teachers will display the marking criteria prominently in their classroom for children's quick reference.
- Children should understand the purpose of marking and see it as a continual developmental process that involves them.
- Reflection time will be given to children on receiving back marked work. Children may make initial comments to show that they have read and understood them. This can vary from a very brief daily routine to a longer session where children edit/improve their work following feedback.

For younger children (EYFS /KS1) it may be more relevant to weave verbal feedback into the lesson introduction. Individual comments can be given to children verbally, where appropriate.

- All marking will be completed in green pen following the school criteria and symbols (See Appendix 1)

4.0 Marking in the presence of the child

4.1 Marking alongside the child is effective when:

- Teachers agree next steps and individual targets with the child and he/she becomes involved in setting his/her own targets;
- Specific advice for improvement is given;
- Teachers follow up agreed targets with the child to evaluate progress;
- It gives children the opportunity to comment on their work as it is marked;
- It involves dialogue between teacher and child; which may be annotated.
- It provides individual or group strategies for improvement.

4.2 The above practice is seen as one of the best forms of marking and it is preferable to mark in the presence of the child.

4.3 Distance Marking

4.4 Distance marking may have a limited value with younger children, but is often essential when marking large amounts of work.

4.5 These principles need to be followed to make this form of marking effective:

- A Marking Code (see Appendix 1) will be used and understood by both teachers and children, as is appropriate to the age of the children.
- The Marking Code will be displayed in the classroom so that children can refer to it.
- Sufficient time will be given to enable children to respond to written comments and to make improvements from the prompts that the teacher provides.
- Comments are clear and the language is accessible.
- Specific strategies for improvement are regularly given.

5.0 Marking Code / Symbols

5.1 Letters and symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children so they can use them to improve their work.

Staff will initial all work marked to identify the marker when the marker is not the class teacher.

Teachers highlight pupils' work for all subjects using the following system.

Tickled Pink – something positive highlighted

Green for Growth – something to improve / correct

From Year 1 onwards the following codes are most frequently used and will have been explained to the children by their class teacher.

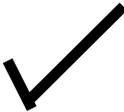


**Howden-le-Wear Primary School
Marking Code**

Children's work is marked against the focus of the lesson.

All work will be marked in green pen. Staff / adults will initial all work marked, should they not be the class teacher.

Teachers use the following codes in children's books:

	Correct Answer
<p>• in EYFS / KS1 progressing to X</p>	Incorrect Answer
	Incorrect Spelling
	Curricular Target Met / Learning Objective Met
	Castle Team Point Awarded
VF	Verbal Feedback Given. This may be followed with annotations.
C	Correction
S	Support by _____
SM	Shared Marked

Presentation Policy

6.0 Aims

- To encourage pupils to present their written work to the best of their ability, including handwriting, so that they are encouraged to take pride in their work.
- To foster an ethos of responsibility and shared ownership of development.
- To have a consistent approach to setting out work across the school.
- To have an agreed standard of expectation for most pupils.
- To take account of pupils with specific difficulties in this area and provide additional support or alternative methods for recording.

7.0 General Principles.

- All work is dated and titled.
- New pieces of work begin on a new page in the child's book.
- A neat line is to be drawn through incorrect words or phrases by the child.
- All pencils are sharpened before working.
- A ruler is to be used to draw all lines.
- Use pens starting in Year 3 once writing is of an acceptable standard.
- Year 4-6 children to use a pen except in Maths.
 - All dates and titles should be underlined.
 - All work should start on the left hand side of the page, next to the margin as appropriate.

8.0 Handwriting.

8.1 We use an agreed handwriting scheme in the lower school to help establish correct letter formation. When teachers are satisfied formation of individual letters has been well established, linked script is introduced.

- Pupils are encouraged to leave appropriate spaces between words and, if writing on lines, position letters appropriately.
- They are encouraged to write legibly and to be consistent in their writing style.
- Teachers will model good practice in handwriting and presentation of work and ensure writing skills and layout techniques are transferred into other writing activities.
- Teachers and pupils will expect high standards of presentation in written work.
- Pupils who have difficulties in handwriting may be given access to appropriate technology to support the development of their handwriting. They will also receive targeted intervention for handwriting skills.

8.2 For further details please refer to the agreed school Handwriting policy.

9.0 Setting out of work

9.1 Below are expectations from Y1-6

The pupils will set out work appropriately:

9.2 In Maths

- Each piece of pupil work will be started on a new, clean page.
- Write the date in figures on left hand side, which is underlined e.g. 12/10/2017.
- Write down the learning objective as the title one line below the date. This will also be underlined e.g. To vertically add three digit numbers.

- **Teach children the acronym of the DUMTUMS to ensure their date and titles are presented appropriately.**

DUM TUMS =

D = Date

U = Underline

M = Miss a line

T = Title / LO

U = Underline

M = Miss a Line

S = Start

- Children will write directly in the squares and leave a space between each sum/answer. Where appropriate:
- A ruler will be used to draw all lines.
- Space on paper will be used economically by dividing the page in half and using both sections.
- All children write in pencil for all Maths work.

9.4 In English:

- Write down the date in full on the top line and underline it e.g. Monday 1st February 2018.
- Write down the learning objective as the title one line below the date. This will also be underlined e.g: To add connectives to complex sentences.

- **Teach children the acronym of the DUMTUMS to ensure their date and title are presented appropriately, (see above).**

- Use space on paper economically – try not to waste paper.
- Write answers in sentences unless specified otherwise by the teacher.

9.5 In all other curriculum books:

- Use a sharpened pencil or a pen.
- Write the title and date as advised by the Teacher.
- Write legibly and present work appropriately for the task.
- Use templates and scaffolding, where appropriate, to help organise and set out written work.
- Work for display should be presented to the best of the pupil's ability.
- If worksheets have been used they should be trimmed and stuck neatly into the child's book and appropriately marked. If worksheets need to be folded, they should be done so neatly. No worksheets should be visible from the outside of a closed exercise book.

10.0 Formative Assessment, Peer Assessment and Self Assessment (Y1-Y6)

10.1 It is important that children communicate with the teacher about their learning. They will do this throughout the lesson by answering questions; 'show me' opportunities, self/peer assessment and through dialogue with teaching staff.

10.2 Children can self-assess their work regularly using the 'comfort zone' colours, to demonstrate how confident they felt about their work.

Red – panic zone

Yellow – learning zone (where we would expect most children to be)

Green – comfort zone

10.3 Children will assess their work against the success criteria / objective as set out in the title.

10.4 It is not manageable to self/peer-assess all work in a written form; verbal techniques can also be used, with more detailed assessments used for the end of topics and published writing.

10.5 Clearly, younger children will need to be taught how to use these strategies verbally at first. They will gradually acquire knowledge and skills in self assessment throughout KS1.

From Year 3 onwards, it would be expected that children are provided self-evaluation opportunities about the work completed identifying how they found the work and what they need to do to improve.

10.6 Foundation Stage

Children will communicate with teaching staff about their learning through answering questions, conversations with adults, observations of children by adults and other assessment strategies.

Signed: _____ Governor from
Curriculum/Standards Committee

Date: _____

To be reviewed: February 2019