

St Andrew's CE Primary School



Marking, Feedback and Presentation Policy

Summer 2021
Next review Summer 2022

Rationale

Staff have a duty to mark thoroughly, accurately and regularly.

At St Andrew's, we believe that high quality marking/feedback is the most important single strategy in promoting learning and therefore is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

The best feedback is without doubt the dialogue that takes place whilst the task is being completed, or marking alongside the pupil. However, it is not feasible to expect to teachers to give all pupils oral feedback during every lesson, so it is at this point that one of the following needs to take place in order for children to receive effective feedback: self-assessment, peer assessment or teacher marking/written feedback.

This policy focuses on marking/written feedback and provides standardisation for consistency of practice throughout the school. The implementation of this policy and guidance is the responsibility of all staff. Appendices describe specific procedures for the different phases of the school.

Marking is a tool with which to provide pupils with feedback about their successes and errors (related to learning objectives, learning intentions, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. It also helps children value their work and promote self-esteem.

Time must be given to talk to pupils and teach them to be reflective about the learning intentions and about their work and responses.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants must ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

The Three Purposes of marking

As a result of effective, high quality marking, pupils will:

- **understand** what they have done well.
- **be clear** about how to improve.
- make **visible** signs of improvement.

The following **principles and advice** must be taken into account when giving children feedback about their work.

- ◆ Feedback can be **written** or **oral**, and can be given by the teacher, the teaching assistant, or through **self-assessment** or **peer-assessment**.
- ◆ Feedback should be **positive** in its tone – praising and encouraging the work that children produce, whilst **giving constructive advice on how to improve**.
- ◆ Focusing too much on children's errors, for example marking work with crosses, or indicating every spelling mistake, can damage children's self-esteem. To limit such errors the teacher must aim to see all pupils' work in the first fifteen minutes of working

- ◆ Feedback should be **manageable** for teachers and **accessible** for pupils.
- ◆ The majority of feedback given should be focused on **learning intentions, success criteria** that have already been shared with/created by children prior to starting work, or with **personal targets** that individuals or groups are working towards.
- ◆ Teachers should look for opportunities to provide positive public feedback concerning work which is a high achievement for particular children.
- ◆ Rather than being the subject of individual comments, common errors should be noted and used to inform planning for future lessons.
- ◆ The skills of **self-assessment** and **peer-assessment** are important keys to children making good progress.
- ◆ Marking will be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches will differ slightly, according to the age of pupils (see below).

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking (above) should be developed.

Effective feedback

We believe that feedback is more effective if it focuses on the learning intention of the task and is given while still relevant, either confirming that pupils are on the right track or stimulating correction or improvement of a piece of work.

Suggestions for improvement will act as 'scaffolding', by staff showing pupils how to improve their work. They will not be given the complete solutions as soon as they get stuck and will be encouraged to learn to think things through for themselves.

The quality of dialogue in feedback is important and most research indicates that verbal feedback is more effective than written feedback. Teachers' marking, however, is good evidence of next steps.

Pupils will be taught the skills to ask for help and we believe that the ethos of our school will encourage them to do so.

Sharing learning goals

Teachers will ensure that pupils recognise the difference between the task and its learning intention (separating what they have to do from what they will learn).

Children must be encouraged to assess their own work against the learning intention WILF, and to set their own targets for improvement. This will develop as children progress through the school – see separate document on self and peer assessment.

Monitoring and evaluation

Curriculum co-ordinators will collect in a selection of work from each class on a regular basis to monitor the implementation of this policy. Members of the Senior Leadership Team will also monitor exercise books on a weekly basis. Every book is expected to be **at least** Good.

The performance indicators

- ◆ pupils will **understand** what they have done well.
- ◆ pupils will **be clear** about how to improve.
- ◆ pupils will make **visible** signs of improvement.
- ◆ pupils' work marked regularly and effectively
- ◆ greater clarity amongst children and parents concerning children's achievement and progress.

St Andrew's is an inclusive school and as such this policy should be read in conjunction with the school's Every Child Matters Policy Statement

After marking

- ◆ Time must be given for pupils to reflect upon and respond to marking to ensure that they benefit from it - **this will usually be at the beginning of the next lesson in that subject.** Pupils' response to targets will be acknowledged by the teacher.
- ◆ Corrections must support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. Corrections will also be completed at the beginning of the next session.
- ◆ Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- ◆ Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

Review of Policy - This Policy will be reviewed annually.

APPENDIX 1

Presentation of children's work - Guidelines

The level of presentation of a child's work and the care shown in marking it have a considerable effect on the motivation and thus the application by the child.

The following points will help towards good presentation:

- ◆ The only marks to be made on the front of exercise books will be the child's name, class and the subject. 'Doodling' must not be allowed.
- ◆ Work must be checked regularly - ie daily
- ◆ A ruler must be used for **all** lines, including margins, underlining headings, answer lines in Maths. All lines are to be in pencil. *
- ◆ All work is to start with a date and a heading *. This is vital for evidence collecting by advisers etc.
- ◆ When writing the date for Maths it will be written in numbers, e.g. 14/9/20. For other subjects the date will be written in full, e.g. 14th September 2020 - it is expected that children will be able to do this by the end of Y1.
- ◆ Diagrams and maps should be labelled horizontally. *
- ◆ Handwriting must follow the school handwriting policy. To this end, it is important that all teachers' writing **in children's books is in the school style**, in order to set a good example.
- ◆ Writing should start next to the margin or the left edge of the paper.
- ◆ Spaces must not be left, for example at the bottom of a page at the end of a piece of work, and lines must not be left between paragraphs.
- ◆ Children are **not allowed to use rubbers** to correct mistakes. When working in pencil or pen, all children are to put a thin, ruled pencil line through the error and write the correct word next to it. If they are unable to do this, they simply leave the mistake as it is. They must not alter their work once it has been marked.
- ◆ **If children make neat copies of their work after it has been corrected, originals must be kept to as an indication of the child's progress.**
- ◆ Please note - children may write in black school handwriting pen if their writing is of a sufficiently good standard (ie clear, legible), otherwise they should use a pencil. It is expected that children from Y5 will use pen once they have gained a pen license. Children in Y5 and Y6 may bring their own pens to school, but not 'biros' or fountain pens.
- ◆ All Maths is to be done in pencil and all ruled lines should be in pencil. Ball point pens are not to be used. Tippex must not be used by the children. See also the School Handwriting Policy.
- ◆ Pages in Maths books will be folded down the centre in order to enable work to be set out neatly and to ensure space is not wasted.

* Obviously, these are skills to be developed gradually, depending on the age/ability of the child.

APPENDIX 2

Marking of children's work - Guidelines

St Andrew's CE Primary School Marking Policy

Maths

- Up to three pieces of work must be recorded in books every week.
- All children to be given a smiley face for effort.
- A target should be given if WILF shows orange.
- If fluency is still not correct and is highlighted orange on WILF, give a fluency target.
- If WILF is green then no target is necessary although if fluency is always green then a problem solving/reasoning target could be given.
- There should be a positive comment about the work at least once per week e.g. Well explained reasoning.



Maths WILF

This is how the Maths WILF should appear in pupil's books:

5.21 I can calculate the perimeter and area of rectangles.
Bronze/ Silver/ Gold
Fluency/ Reasoning/ Problem Solving

Year group criteria/objective
Standard
Depth of learning

Reading

- Up to three pieces of work must be recorded in books every week.
- All children to be given a smiley face for effort.
- There should a positive comment at least once per week e.g. A good text summary.
- **NO WILF** is needed in reading but the reading criteria should appear within the title or in the margin next to the answer.
- This should be highlighted with a red, orange or green highlighter.
- A target should be given if criteria is highlighted orange and focus on an area/question found difficult or should extend thinking by providing for example an inference question.

Writing

- Up to three pieces of work must be recorded in books every week,.
- Extended Writing will be after a block of work which will be either weekly/fortnightly.
- All children to be given a smiley face for effort.
- There should a positive comment at least once per week e.g. Good use of apostrophes.
- On research/planning days, a smiley face and positive comment should be written and if a target is given, it should be linked to a basic skill e.g. Write in missing CL. (Capital letters)
- Writing WILF should look like this:

NCR WILF
<ul style="list-style-type: none">• I can write an introduction and conclusion in my NCR.• My NCR has 3 main paragraphs.• I can use subheadings.• I can include facts.• I can include technical vocabulary.• G:

Edit and Improve

- When it's the draft day of writing, Y2-Y6 teachers will quality mark the work.
- Children must be **independent** in improving their own work.
- The following format will be stuck in after the draft (please make sure edges are straight/it is lined up against margin).

Edit and Improve Targets	
Punctuation	P1 CL/FS P2 “ ” P3 :
Grammar	P1 PT- ed endings
Spelling	P3 Hom
Flow of Writing	P4 Check it makes sense
Word choices	P1 Improve adj

- Brief comments are all that are needed in the lines. It will depend on the age of the children to how brief you can be as well as children familiarising themselves with the process.
- The **Edit and Improve Code** (see next page) should be stuck in on the inside page of the front cover of all children's English books so they can refer to it.
- Children can then tick off on the grid as they make their corrections so they're self-assessing too.
- Teachers/TAs can then check that the corrections have been made, as well as peer-assessment being used for this.

Handwriting/SPAG

- No WILF is required for these pieces of work.
- A smiley effort face **should** be given.
- There may not always be a need for a target but if there is please make sure, especially for handwriting, that it's specific e.g.

There should then be an example from the teacher of how the letter should look.

EDIT AND IMPROVE CODE	
RC	Relative clause
MV	Modal verb
S Con	Subordinating conjunction
C Con	Coordinating conjunction
ENP	Expanded noun phrase
FA	Fronted adverbial
PPV	Present perfect verb
PFV	Perfect form verb
PV	Passive verb
AV	Active verb
SS	Subjunctive sentence
-P- (P) ,P,	Parenthesis
H-W	Hyphenated word
Adj	Adjective
Adv	Adverb
Prep	Preposition
N	Noun
V	Verb
Cl	Clause
Ph	Phrase
P	Paragraph
PT	Past tense
PrT	Present tense
FT	Future tense
CL/FS	Capital letter/Full Stop
Sp	Spelling
Hom	Homophone
S	Synonym
A	Antonym