

# St Andrew's CE Primary School



## Marking, Feedback and Presentation Policy

Review: Spring 2023  
Next review Summer 2023

## 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).

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- **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. 14/9/22. For other subjects the date will be written in full, e.g. 14th September 2022 - 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

- Maths to be completed daily in books along with 5 arithmetic questions. At the end of the lesson give a smiley face and highlight the criteria green, orange or red.
- To ensure that the whole of maths curriculum is covered and there is sufficient evidence.
- Even though there is maths each day, we are hoping that the way we mark, will be quicker for staff. This is something we will monitor closely and revise if necessary.
- Within lessons, teachers and TA's to mark pupils work within the lesson. At the end of the lesson, spend some time going through any other questions for marking with the children. Some groups could have a marking sheet and peer mark their answers. They can mark in a green pencil.
- Any calculations that are incorrect must be corrected by the child (KS1 - purple pencil, KS2 purple pen)
- No WILF for maths. In the title the children to place the step number eg PV Step 4 (similar to reading criteria). This is to be highlighted by the teacher and a smiley face. No comments (not compulsory) as feedback would have been given during or at the end of the lesson. Please ensure that work is marked correctly by the children.
- No targets as corrections are made during or at the end of the lesson. Some children may need to do corrections/ get support with this in a small group (Same Day Intervention).
- No WF needed.
- Some lessons maybe more fluency based (especially if a completely new skill) but by the end of the week, reasoning/ problem solving should also be evident. Some lessons may contain all 3 aspects. This tends to be the case with the White Rose work, fluency and then R/PS combined within the questions.
- Reasoning/problem solving questions can be stuck in book, where the children then work out in the book underneath the question. This is beneficial for anyone looking at books for scrutiny or moderation.
- Example of how the White Rose Sheets can be used in lessons. Silver chn - complete the sheet. Gold - complete the sheet, then extra R/PS questions to move them on further. Bronze - varied fluency questions, then onto the Silver sheet (may need extra support or use of practical resources).

##### Reading

- 3 pieces of work in books a week. KS1 can use a read with the teacher as one of their pieces. Some of these will need to be recorded on video for evidence of reading.
- Weekly foci - the criteria that can be taught each week include; Inference, predictions, word meanings, summaries (this can include not using a whole text, but what has been read so far) and comprehension. Comprehension/ test to be on paper and marked by the children but kept in the children's finished work folder and scores to be recorded. Also include some of the criteria that does not see a weekly focus eg fact/opinion, comparing texts etc.
- Teacher to mark within the lesson and any other straightforward answers can be marked at the end of lesson by the children using a green pencil (Y3 upwards). Children can then make any corrections

to answers during or at the end of a lesson with a purple pen/ pencil.

- Teacher to highlight the criteria number in the title and use a smiley face.
- Basics, spellings and handwriting must be addressed if appropriate.
- In reading, questions can be stuck in the book, for the children to answer underneath on the page (Comic Sans font, size 8 or 9). This does not need to be all the time, but would be beneficial every so often for book scrutinies and moderation - types of questions and how children answer them.
  - No WF needed.

### **Writing**

- To record in books 3 times a week.
- Plan/grammar to be in books in alternate weeks, e.g.Wk1 - Plan done in books, grammar can be done on a sheet. Wk2 - Plan on sheet, grammar in books. Work on a sheet to be collected and kept in a teacher file.
  - Any research to be completed on paper.
- The work in the English Language books should be a quicker mark and depending on the activity could be marked with the children.
- There will be no WILF for these lessons. Criteria numbers (based from the new writing assessment framework) can be placed in the title, do not need to highlight the title. Work to have a smiley face and no comments/ way forward or targets needed.
- Marking for the draft work - teacher to read and tick draft work. Children/ teacher to tick the checklist. Teacher to highlight orange on the checklist those focus areas for editing. Smiley face given.
  - Grids at the front of the book are not to be done weekly now.
- Marking for the edit and improve work - teacher to tick/ mark edits made and add any criteria in the margin.
  - No rewrite of best piece. Teacher to complete the writing assessment framework during bus stop week every half term using the ticks from the last few pieces of work.

### **Foundation Subjects**

- Wilf and smiley face.
- Pick up on presentation and basic skills.





