



FEEDBACK, MARKING and PRESENTATION POLICY

Reviewed: August 2018

MARKING GUIDANCE

Rationale

The Trust is committed to providing high quality feedback to pupils both orally and in writing. Feedback intends to serve the purpose of valuing pupils' learning, helping to diagnose areas for development or next steps and evaluating how well the learning task has been understood. Feedback should aim to be a process of creating dialogue with the learner, through which ideas can be exchanged and questions asked. The learner should be actively involved in this process as research shows that marking is a very important factor in pupils' learning and progress.

Aims

We aim to:

1. Provide consistency and continuity in marking across the School so that children have a clear understanding of teachers expectations
2. Improve standards by setting clear and individual next steps for all children
3. Create a dialogue that will enhance children's independent learning skills

Principles of good feedback

Quality marking of children's work should:

1. Be positive, motivating and constructive
2. Easily understood by the child (age appropriate language to be used)
3. Teachers model good practice (spelling, punctuation and handwriting)
4. Be frequent and regular (before the next lesson)
5. Relate to the learning objective, success criteria and personal targets
6. Positively affect the child's progress in that subject
7. Contain comments from the teacher that are specific to the child and show a good understanding of the level requirements
8. Be consistent across all subjects
9. Show children's response and application where necessary (see subject specific)

All teachers will adhere to the above principles and:

1. Ensure that all independent work is marked and returned to the child by the next lesson
2. Provide time in the lesson for those children to respond to feedback

3. Involve children in the process from an early stage
4. Ensure all children are clear about the teacher's expectations
5. Use WAGOLs (What A Good One Looks Like) on the working wall
6. Co-construct success criteria with children so they clearly understand what is expected and put this onto the working wall.
7. Use the success criteria and year group expectations to set next steps
8. Praise good work and inform children of what they do well
9. Teachers should not mark in red pen and be respectful of children's work at all times
10. When writing in children's books all adults should use cursive script
11. Teachers check previous work to ensure next steps have been addressed

Types of Marking

Marking may take a variety of forms and a good balance of all should be in place:

Verbal feedback:

It is important for all children to have verbal feedback from the teacher or adult working with them. This may be to correct a child's understanding or to extend their learning. The teacher should indicate in the book when verbal feedback has been given.

Summative feedback/marking:

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can be marked by the children but the teacher should be part of the setting

English

KS1

1. Green and pink highlighters used-Green to indicate where LO has been met, pink to indicate one skill for a next step
2. At the end of the work a praise stamp is used
3. Codes (see below) used when appropriate for next steps in year 1
4. Marking informed from Success Criteria or learning objective
5. The incorrect spellings of high frequency words should be identified and corrected by child (in green) or adult as appropriate
6. If a word is highlighted green (because of meeting LO), the spelling must be correct or corrected by an adult
7. Next steps are given for **ALL** children that work independently

KS2

1. Next steps given in the margin when writing across the week focused on a technical aspect of writing e.g. grammar, which children address in the next day's writing and edit in green in the previous paragraph when appropriate
2. At the end of the work a praise stamp is used and a genre specific positive word/phrase is given e.g. Great persuasive vocabulary!
3. At the end of the work a next step is given focusing on a technical aspect of writing e.g. grammar which will be used in the next piece and edited in green in this piece when appropriate
4. The incorrect spellings of high frequency words should be identified and corrected by child (in green) or adult as appropriate

See appendix examples

Maths

1. Ballpoint black pen used to mark-no crosses, dots for next steps
2. At the end of the work a praise stamp is used
3. A next step is given at the end of the piece of work. Next steps can include: Corrections, another question in the same style as ones that were incorrect, next level question (can be taken from self-differentiation sheets), reasoning e.g. explain the error in a particular question
4. Children to answer next step question at the beginning of the next session

In English and maths, all children working independently are given a next step

Live marking

Some children's books will be marked during the lesson

The following points clarify this:

- TA will work with a group each day and will give continuous verbal feedback and next steps, they will also 'live mark' those books. The TA will feedback to the teacher how the children have achieved during the lesson.
- Success criteria to assist TAs with focus area so should be clear and focused on what the children should achieve.
- Children who are supported by the teacher during the lesson will also be given immediate feedback and their work will be marked (next steps given) during the lesson.
- When TA/CT works with groups it must be identified with the abbreviations (See marking key)
- Children requiring 'catch up stay up' will be identified immediately and books stamped accordingly. These books do not need to be marked outside of the lesson as the TA will be working with them at 1pm and giving feedback and next steps.
- For extended writing (over a number of days) focus on spelling and grammar only providing next steps and comment when writing is complete. If child is showing signs that they are not self-

editing and/or they have not grasped the genre features, your marking should identify 1:1 support and/or editing in the next session and/or 'Catch-up/Stay up.'

- Children who require extra support with structuring a text or who have made extensive errors with spelling and grammar should be identified for 'catch-up/stay-up' and their work will be edited with the TA during the afternoon session – no teacher marking required on that day.
- Year 1, to use stamp set (Pedagogs)/marking key which relate to the success criteria, focus heavily on transcription and letter formation/handwriting.

Marking Key

	Independent work		Catch Up Stay Up (or stamp)
	Class Teacher assisted work	 	Shared write with either teacher or TA
	TA assisted work		
	Praise stamp (at end of a piece of work)		Next step (target then given for following piece of work)
			Supply and their initials

 Peer edited

Presentation of work:

At the Stour Academy Trust, we promote the importance of high expectations in terms of the presentation and neatness of pupils' work. All teachers reinforce and model correct presentation, in particular with their own handwriting.

- Children are expected to write in blue ink (school issued handwriting pen, unless otherwise agreed.)
- All KS2 children must write in pen in **all** exercise books. In year 2, the teacher will decide when the child is ready to begin using a pen, this could be used as an incentive to improve handwriting.
- The full date should be written for all subjects (top right hand side of page,) excluding mathematics, with a capital letter for the day and month and underlined in pencil with a ruler. This is expected for all children from year 2 onwards but can be introduced in year 1 for those children who are ready.
- In English for writing across the week, children write the short date in the margin where they start the next day's work

- For mathematics, the short date should be written in the top right hand corner of the page in the following format 03.04.17
- The learning objective should be written on the left hand side (leaving a line between the date and L.O) this should happen from year 3 but can be introduced in year 2 for those children who are able to do so.
- Teachers should type this (using *Windows Handwriting*)

Tuesday 21st March 2018

L.O: To be able to use a full stop.

21.03.18

L.O: To add 10 to a 1-digit number

- In mathematics books, a 2- square margin on the left should be drawn using a pencil and ruler. Where appropriate, a middle margin should also be used (2 squares wide) all children from year 3 onwards and adults in year 2 should decide when children are ready so they go up to year 3 doing this.
- Children should identify errors in their work by neatly crossing them out with one line using a pencil and ruler.
- Children and adults should write in neat, cursive script in line with the Trust policy.
- All page space should be used; the last piece of work should be underlined and any space below should be used.
- The front cover of exercise books should have stickers to show the child's name and subject (year group if mixed age class) and there must be **no** drawings, doodles or scribbles.

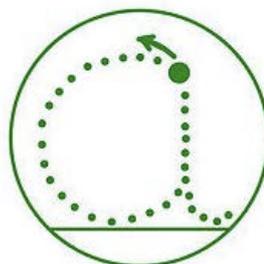
Year 1 marking stamps



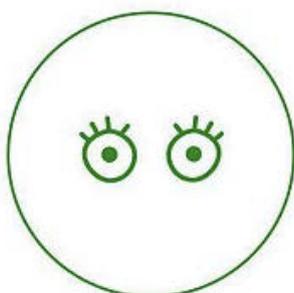
Capital/lower case letters



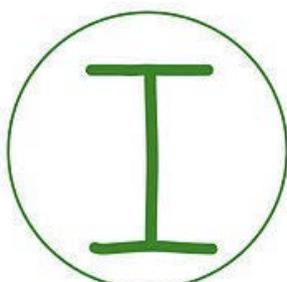
Handwriting (ascenders/descenders)



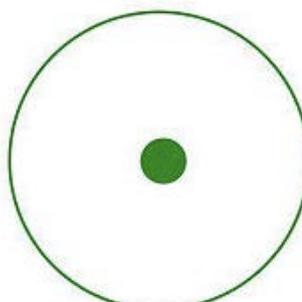
Letter formation



Look carefully



Capital I



Full stops



Finger spaces

Monday 10th September 2018

LO: To write a newspaper article

- Relative clauses
- Open with -ing verbs
- Subordinating conjunctions
- Informal and formal tone shift.
- Change in tenses

I

Football Final Frock Shock!

Yesterday afternoon, on Saturday 4th May, an unusual ~~incident~~ incident happened at the Cup Final match, which was being played on Greytown High School's football field. Reports suggest that Greytown recovered from being 6-0 down at half time to win, thanks to Dennis Sims. After the half time break, Dennis, who had been earlier expelled for attending school in a dress, managed to perform a miracle and score the winning goal. In the second half, the entire team, including Dennis, came out of the dressing room dressed in a variety of dazzling dresses, to the great shock of the crowd.

suggest

entire

NS: Commas after fronted adverbials

11.09.18

I

On the touchline, Gareth Small was heard to explain to his headteacher, Mr Hawtry, that, if Dennis's punishment remained in place, then he would have to expel the whole team. Running onto the pitch, goals were scored one after the other. Looping the ball over the head of the keeper, the crowd were speechless, when Greytown levelled the score at 6-6.

levelled

NS: Sentence structure using verb openers

12.09.18

CT

Dennis ^{Making} ~~skipped~~ ^{pushed} past each Maudlin Street player, who were baffled by Greytown's comeback. Even though the striker was clearly hurt by the numerous tackles tackles, he went on to score the

winning, just moments before the full time whistle. Screaming with joy, the home crowd celebrated by lifting their new-found hero (the once ridiculed twelve-year-old) up onto their shoulders. Although his friends and family were elated, Dennis was informed by his headmaster that his expulsion is still in place.

NS: Apostrophes for possession

13.09.18

I

Journalists have heard from a variety of eye-witnesses who were at the scene of this most unusual match. Our reporter heard from the designer of the boys' dresses, which were at the heart of the controversy. Greytown High Pupil, Lisa James, said, "It was wicked! All those boys wearing dresses... and in MY designs! They obviously looked well going!" Offering a very different perspective, Mr Hawstry also spoke about the event. He was quoted as saying, "This disgraceful affair shames our school's reputation and will not be tolerated!"

NS: Dashes for parenthesis

14.09.18

I

Following the peculiar events of Saturday afternoon, Mr Swins - the father of Dennis - has issued a statement confirming that he will be issuing a complaint, challenging the decision to expel his son. Reports suggest Dennis will continue to express his individuality with his choice of clothes and Lisa will continue to develop designs, after successfully creating the team's outfits.

individuality successfully



☺ Formal journalistic phrases.

NS: Use a semi-colon between two main clauses.

09.09.18

LO: To use column

method of addition

I

1.

$$\begin{array}{r}
 \text{GI} \\
 432 \\
 + 364 \\
 \hline
 796 \quad \checkmark
 \end{array}$$

2.

$$\begin{array}{r}
 753 \\
 + 265 \\
 \hline
 1018 \quad \checkmark \\
 \downarrow
 \end{array}$$

3.

$$\begin{array}{r}
 857 \\
 + 126 \\
 \hline
 983 \quad \checkmark \\
 \downarrow
 \end{array}$$

PS

1.

$$\begin{array}{r}
 A = 328 \text{ p} \\
 O = 434 \text{ p} \\
 328 \\
 + 328 \\
 \hline
 656 \quad 656 \\
 \downarrow \quad + \\
 434 \\
 \hline
 1090 \\
 1090 \text{ p} \quad \checkmark +
 \end{array}$$

2.

1 ticket = £1 2 4
3 £

$$\begin{array}{r}
 124 \\
 124 \\
 + 124 \\
 \hline
 362 \\
 \downarrow
 \end{array}$$

£362 ✗

3.

$$\begin{array}{r}
 C = 123 \text{ p} \\
 D = 156 \text{ p} \\
 123 \quad 156 \\
 + 123 \quad + 156 \\
 \hline
 146 \quad 312 \\
 \downarrow \quad \downarrow \\
 146 \\
 + 312 \\
 \hline
 458 \text{ p} \quad \checkmark
 \end{array}$$



NS:

What was the error in PS Q2?

I didn't add the carried number on in the tens.

Tuesday 24th July



Got it

LO: To use adjectives to describe nouns

