



Presentation, Marking and Feedback Policy

September 2018

Rationale for Presentation, Marking and Feedback Policy

To provide guidelines for staff, which will ensure that there is a consistency across the curriculum, and throughout the school in the presentation of children's work.

Purposes:

- To encourage pupils to take pride in their work
- To raise pupils' expectations of their own abilities
- To ensure that the necessary skills are taught so that pupils can present their work in the best way
- To ensure that pupils are encouraged to present their work in a pleasing way that others will want to look at and gain ideas from
- To ensure that all pupils are working towards a common approach to handwriting, the setting of work and correcting of mistakes.

Presentation

- Children will be taught to use equipment like rulers, scissors and glue. These should be taught from Reception.
- Most Reception children will use the short date in directed tasks.
- All upper key stage two children (years 5&6) must use handwriting pen. Lower Key stage two children (years 3&4) to earn pen license.
- Work presented on plain paper which is for display, will be written using 'guidelines' so that all lines are equally spaced.
- LO are to follow the agreed format and are to be printed off and stuck in all books.
- Any timetable variations or 'gaps in learning' must be indicated within books i.e May 1st- May 3rd residential trip.
- Children in Key Stage 1 will begin each new lesson by starting after the last piece of work, but from the beginning of Year 2, children must be taught to leave a space, rule off and begin the next lesson. Children will be taught to use the full width of the page at Key Stage one.
- Mistakes must be crossed out neatly with one line (a ruled line is not necessary) and work written out again. The use of erasers must be discouraged.
- Books must be correctly labelled with named stickers and written on by an adult
- Stickers on front of books should also indicate the children's previous Key stage outcome.
- Underlining and margins must always be drawn ON the line with a ruler and pencil.

Guidance for the Presentation of Numeracy work

- Pupils in ALL year groups use pencil *only*
- In Maths, children will work down the page. They will leave one whole square empty between sums. They will write one digit in each square
- LO are to follow the agreed format and are to be printed off and stuck in all books.
- At the end of a piece of work, underline across the page with a ruler
- From Year 2 to Year 6 children draw a margin (3 squares wide) where they write their question number. Y1 draw a margin 1 square wide before they begin their work.

Guidelines for the Presentation of Literacy work

- If a mistake is made children should cross through the error with a single line and continue on the line next to the mistake. If the error is noticed during proof reading / checking work, children should cross through with a single line and write the correction above using a polishing pen.
- Underlining should mark the end of each piece of work, except for when doing extended writing and carrying the work in subsequent lessons. The start of a new session of work should be indicated by the short (numerical) date in the margin.

Worksheets

- Over use of worksheets *must* be avoided
- Worksheets must provide “value for money”. Worksheets that are quick and easy to complete must be avoided – unless they offer a type of support that cannot be provided in another way.
- Worksheets need to be stuck into books and trimmed

Reasons for marking children’s work

Marking will:

- Help to move the pupil on in their learning and will indicate the child’s next steps in their learning.
- Allows staff to gauge understanding of learning
- Guide future planning
- Provide focus for children and allow them to set targets for their own work
- Take into account the individual needs of children and be built on, encouragement and motivating pupils to achieve
- Have a consistent approach throughout the school

- If little or no work has been completed the teacher may want to indicate how much time was allocated for time for the task. There should be a follow-up procedure for children who do not complete a sufficient amount of work.

How we will mark:

- The LO for each lesson is shared with the class at the start of the lesson, reflected on during and in the plenary of the lesson.
- The LO will follow the agreed format and will have a success criteria which the marking will refer to.
- If a supply teacher has set/marked the work, the teacher must write S on the work.
- If a teacher other than the class teacher is marking the work, they should initial it. In addition, if support is given to the child it should be identified by the person giving support. This helps put the standard or level of work presented by the child in context. There is a stamper that will be used.

Numeracy/ Literacy and Guided reading

- Every book, every day will have the LO and success criteria highlighted by the adult. This will give the children instant feedback on how well they did in the lesson and which areas of the success criteria they achieved/ need to work on.

Highlighted colour	What this means with LO	What this means with SC
Green-	means children were secure with objective	This element of success criteria is evident and correct within work
Orange-	Almost secure with objective but support is needed	This element of success criteria is evident and almost correct within work
Red-	objective has not been met	This element of success criteria is evident and incorrect within work (note if a child has no evidence for that element of the SC then do not highlight red.)

A child friendly version of this table is to be placed on display for children to refer to (see appendix)

- The group/s which worked with an adult/ TA has LO and SC highlighted (this will most likely be done with the children in the lesson) and then marked as discussed this is to be shown with either a 'D' or stamped with verbally discussed.
- Each child to have at least ONE developmentally marked piece of work for all three subjects per week. Developmentally marked means it has LO and SC highlighted, is given feedback in the form of next steps and has a gap task.
- Other books will show evidence of **green for good** and **pink for think** being used.
- In literacy books- in daily lessons teachers will pick up on spelling misconceptions and punctuation errors by highlighting them in pink. Children will then use reflection time and polishing pens to edit these. For pieces of work deemed as 'independent'

then teacher will indicate there is an error by placing a 'Sp' for spelling or 'P' for punctuation in the margin again for children to use reflection time and polishing pens to edit these.

- Any key spelling misconceptions that a child is regularly making should be addressed with SP the word and then x3 or x5 for children to practice.
- Staff are also encouraged to use peer marking when possible. Children to mark work using success criteria and then to write 'marked by' and sign their name. Teachers then only need to highlight LO and address any misconceptions by either the child or the marker.

Other curriculum areas

- As these subjects are taught once a week it is expected that these are marked in the developmental way where appropriate. The LO and SC are highlighted and a NS or gap task is written to move the child's learning on. If the lesson provided opportunity for verbal feedback- circle time, drama discussion etc then 'D' or verbal discussion stamp to be used.
- **Pen Colours**
 - Teachers will mark in **green**
 - Teaching Assistants will mark in **red**
 - Pupils will use Polishing pens which will be **blue** to show where they've made improvements.
 - When a child makes a mistake the person marking will not use a cross. Instead **pink highlight** the misconception for the child to go back and think about or mark with a .. so it could be changed later.

Self-Assessment Reception and KS1 (for all pieces of work)



Smiley Face



Face with a straight mouth



Sad Face – work not understood

Stamps and stickers can be used and should reinforce the Marking Policy. The administration of stamps and stickers should be at the discretion of the teacher setting the task.

Self Assessment for KS2 (for all pieces of work)

- Traffic Lights System

At the end of all pieces of work, children will, next to the LO, write a G, O or R. This stands for:

- **(G) Green** = I achieved the LO because

- **(A) Amber** = I found some of this difficult because

(R) Red = I found this difficult because

- They will also be encouraged to write a comment to reflect on how they felt about the learning.
- Children will also indicate if they consider themselves to be an apprentice, skilled or expert learner for this lesson.
- The teacher needs to monitor the use of self-assessment and reflect the self assessment in a potential change to planning (for example working with a group who self assessed as red or moving the pace on if they all assessed as green)

Marking Key

	Letter or words have been missed out
	To join two words which should be written as one word, e.g. yester  day
	New paragraph is needed
	Verbal discussion has taken place about the work
Oops	Children indicate a mistake by ruling a line through it in pencil
N.S.	Next steps for child written down
	Come and see me I would like to talk about your work. (KS1)
	Gap task – think about these items I would like you to work on.

Children's version of Highlighting key.

What do the highlighted colours on my LO and SC mean?		
Highlighted colour	What this means for my LO	What this means for my SC
	I have achieved today's objective	My teacher could find this element within my work and it is correct. My next step is what other areas of my learning could I use this
	I have almost achieved today's objective but need a little more practice/ support	My teacher could find this element within my work and it was almost correct- my next step is to see if I can edit and improve Or My teacher could only find some of this element in my work- my next step is to show more!
	I have not achieved today's objective and need to ask for help.	My teacher could find this element within my work but it was incorrect- my next step is to ask for help and correct my misconceptions
No highlight		My teacher could not find any evidence of this within my work – My next step is to see if I can go back and include it.