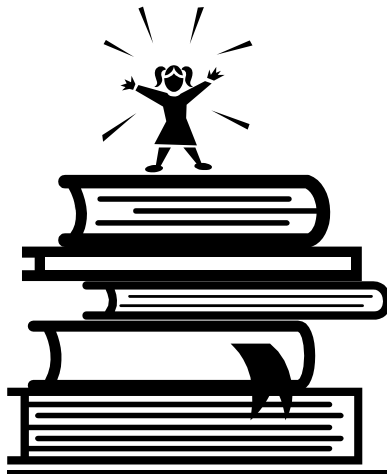




Dream Believe Achieve

Feedback, Marking and

Presentation Policy



September 2015

Feedback and Marking Children's Work

Aim:

When providing feedback and marking of children's work, the teachers of Whittlefield School aim to give positive reinforcement, encouragement and facilitate further learning for all children by identifying their next steps and providing challenge. .

Introduction:

Feedback and marking are fundamental elements of the assessment of children's progress and thus the staff of Whittlefield School have agreed the following policy. We recognise that for this policy to be effective it must be administered correctly by all staff and must be monitored, evaluated and reviewed at an agreed time by all staff under the direction of the Headteacher.

The Key Roles and Principles of Feedback and Marking:

The key roles of a teacher when marking pieces of work include:-

- ✚ Feedback to children
- ✚ Identifying next steps in learning
- ✚ Setting targets
- ✚ Editing (i.e. prompting editing and redrafting)
- ✚ Proof reading (i.e. correcting errors)
- ✚ Monitoring (i.e. when work has been done)
- ✚ Assessing both children's work and the effectiveness of teaching
- ✚ Future planning

Marking and Feedback Procedures

It has been agreed by all members of teaching staff that the following marking and feedback procedures be followed.

1. All work is to be marked **prior to children working in their books again.**
2. If possible, it is preferable that work is marked in the presence of the child.
3. Each child should have at least two pieces of work marked in detail every week.
4. We use **Green** for teacher marking.
5. Children use '**Purple Polishing Pens**' for responding to marking and feedback during daily 'Fix It' time.

Marking and feedback in Literacy uses the following criteria:

Comments are in **Green** and linked to the genre they are writing in/ learning objective and focus on the next steps in learning and provide challenge.

All work is annotated using the following criteria:

G = grammar - underline the incorrect grammar (wobbly line) and write a **G** in the margin

E.g. We was going to the park.

SP = spelling - underline spelling mistake (straight line) and write **SP** in the margin.

E.g. Were is John?

Teachers may choose a maximum of three key words for the children to practise three times.

E.g. **where x 3**

P = punctuation - put a circle where the missing punctuation is.

✓ = good work

Annotations should focus on the key words which the child should be expected to know and should reflect the ability of the child. At KS2 ALL full stops and capital letters not used should be annotated along with other grammatical concepts which they should acquire as they move through school.

Marking and Feedback in Maths uses the following criteria:

Comments are in **Green** and linked to the learning objective and focus on the next steps in learning and provide challenge.

All work is annotated using the following criteria:

✓ = correct response

Incorrect number formation and correct answer:

*A circle is drawn around the number in **green** to indicate the wrong formation and the answer marked correct in **green**.*

Wrong answer:

*Marked incorrect using a **C** for check.*

e.g. $10 \times 3 = 13$ **C**

Marking and Feedback in other subjects uses the following criteria:

Comments are in **Green** and linked to the learning objective and focus on the next steps in learning and provide challenge. The marking and feedback criteria for Literacy and Maths is used in all subjects where appropriate. There is an expectation that children apply the same high expectations to their writing in all subjects as they do in Literacy.

Support

In all children's books teachers indicate how a child's learning has been supported using the following key:

I Independent

TS Teacher supported

TAS Teaching Assistant supported

TP Worked with talk partner

In addition, the following key may be applied:

MA Marked alongside

VF Verbal feedback given

Some pieces of work may have two symbols. i.e. there may be **TS** to start with then some **I** work.

Children's Response to Marking and Feedback:

- ✚ Children have dedicated Fix It Time at the beginning of every day when they use their **Purple Polishing Pens** to respond to teacher's next step marking and make corrections.
- ✚ Children may be asked to respond to written comments by:
 - Writing an improved word, phrase or sentence;
 - Writing a sentence with correct grammar or punctuation;
 - Reworking a maths answer
 - Writing a brief explanation of their thinking
 - Answering a challenge question
 - All children's responses are marked by the teacher, usually with a **green tick** but may be with further comments.

Self-Assessment:

After every Literacy and Maths lesson children in Years 1-6 assess how well they have understood the activity.

In KS1 this is done using smiley faces next to the lesson objective:



- Understood
- Needed some extra support to complete the activity
- Did not understand/ found the activity very difficult

In KS2 this is done using a traffic light system:

- Green dot** - lesson objective achieved
- Amber dot** - lesson objective achieved but need some more practise
- Red dot** - lesson objective not achieved

A coloured dot is placed next to the Lesson Objective for each piece of work in the margin.

Presentation of Children's work

- DUMTUMS to be used as a strategy to ensure consistency in presentation across all classes.
- The date should be written on the left, next to the margin
 - Short date for maths
 - Long date for all other subjects
- Title (Lesson Objective) should be written next to the margin on the left. e.g. LO: to be able to use inverted commas.
- From Year 1 onwards children are encouraged to underline both the date and the lesson objective with a ruler and by Year 3 all children underline their DUMTUMS independently.
- Children should respond to previous marking during fix it time and then rule off.
- If there are less than 6 lines then a new page should be started.
- Any mistakes should have a line put through them using a ruler.
- Rubbers are used at the discretion of the teacher.
- The handwriting policy should be used by staff and pupils in all work.
- It is expected by the end of Year 3 most children will be joining their writing fluently in line with the school's handwriting policy.
- Once children are regularly using joined handwriting of a consistent height and size in all work they move on to use the school handwriting pen. They then use pen in all their books consistently.
- All classes use pencil for mathematics.
- In maths books children should be encouraged to use one digit in each box.
- For Maths and Literacy each child has a Next Steps Learning Grid which is highlighted as the child provides evidence of achievement:
 - Autumn Term - Pink
 - Spring Term - Green
 - Summer Term - Yellow

Remember to use DUMTUMS!

Date

Underline

Miss a line

Title

Underline

Miss a line

Start