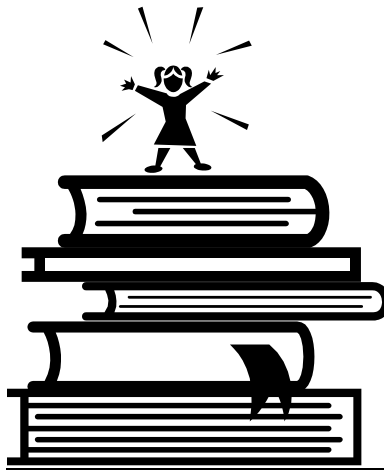




Dream Believe Achieve

**Feedback, Marking and
Presentation Policy**



Reviewed - September 2020

Next Review – September 2021

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. We use **Green** pens which are provided by the school for teacher marking.
4. Children use '**Purple Polishing Pens**' for responding to marking and feedback.

Marking and feedback in English, Topic Books, Science, RE, RWI phonics and Reading journals

- ✓ - against the learning objective to show a little understanding
- ✓✓ - against the learning objective to show a full understanding
- ✓✓✓ - against the learning objective to show a deeper level of understanding

SP = spelling – next to the word to say there is a spelling mistake on that line

P = punctuation – next to the word to say there is a punctuation mistake on that line

W = word – next to the word to say there is a word missing or an extra word used

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. There should be an expectation that dates, titles and learning objectives are spelt correctly and corrected if not.

Marking and Feedback through the writing phase, end of unit outcomes and weekly independent writing in English uses the following criteria:

- ✓ - against the learning objective to show a little understanding
- ✓✓ - against the learning objective to show a full understanding
- ✓✓✓ - against the learning objective to show a deeper level of understanding

SP = spelling – next to the word to say there is a spelling mistake on that line

P = punctuation – next to the word to say there is a punctuation mistake on that line

W = word – next to the word to say there is a word missing or an extra word used

Evidence of misconceptions and errors are kept on the marking sheet and fed back to the class after each lesson at the beginning of the following days lesson.

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It is expected that all marking should be acted on by the children with their 'purple polishing pens.' Therefore, once an area for improvement or spelling has been brought to the child's attention it should be expected that this is correct going forward.

Marking and Feedback in Maths uses the following criteria:

- ✓ - against the learning objective to show a little understanding
- ✓✓ - against the learning objective to show a full understanding
- ✓✓✓ - against the learning objective to show a deeper level of understanding

Wrong answer:

Marked incorrect using a C for check

Evidence of misconceptions and errors are kept on the marking sheet and fed back to the class after each lesson at the beginning of the following days lesson.

During the lesson as children grasp the concept being taught and are moved on to the next step, teachers write 'Challenge' as children are move on.

Same Day Intervention:

Our approach is for children to 'keep up' not 'catch up'. During the lesson, or following marking, teachers identify children who have misconceptions or have not demonstrated a grasp of the intended learning. Where this has happened, SDI is written below the children's work and intervention activities are recorded. In KS1, this may be an account of practical activities the children have completed with an adult

For example

SDI

Joe used denes to partition numbers into 10s and 1s.

Support

S Supported by an adult

PS Worked with a peer – children have worked in a pair or a group.

PR Practical Resources – children have used practical resources to support them – either by choice or provided by the teacher.

AR Additional Resources – to support learning children have been provided with some additional resources by the teacher. i.e. word cards, writing frame, step by step guide etc.

If no symbol is used, the work has been completed independently.

Children's Response to Marking and Feedback:

Children respond to marking at the beginning of each lesson when they use 'purple polishing pens' to correct their work.

Self-Assessment:

On occasion, children may mark their own or each other's work i.e. tests. Children do this with their 'purple polishing pens.'

Presentation of Children's work

- DUMTUMS to be used as a strategy to ensure consistency in presentation across all classes and is displayed in all classrooms.
- 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 at the beginning of every lesson.
- 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 2 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.

Remember to use DUMTUMS!

Date

Underline

Miss a line

Title

Underline

Miss a line

Start

Whole Class Feedback – English

Whole Class Feedback

Praise:



Missing/Incomplete work:



Misconceptions:



Actions:

Presentation:

What next?:



Whole Class Feedback - Maths

Whole Class Feedback

Praise:



Missing/Incomplete work:



SPaG:



Even better if:

Misconceptions:



What next?:



Presentation:

Actions:

WHITTLEFIELD PRIMARY SCHOOL		Whole Class Marking Record	
Lesson:		Date	
Dream Believe Achieve			
Work to praise and share	Need further support		
Presentation	Basic errors		
Misconceptions and next lesson notes			