



WILDRIDINGS PRIMARY SCHOOL Marking and Feedback Policy

		Signature	Date
Headteacher	Mr Simon Cope		

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Next Review	June 2022

Policy Statement

At Wildridings Primary School we believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in standards of achievement.

At Wildridings we also believe that all children's work should be marked to inform children of their achievements as well as providing them with targets to facilitate their future progress.

We aim to;

- Set high standards of expectation from the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.

In order to have progression and continuity in the presentation of work it is essential there is a mutually developed policy. Therefore the following guidelines have been compiled in order to support the children in the presentation of their work at our school.

Dates and Titles KS1

- During their reception year the children will be taught to write their full names, date, month and title with increasing independence.
- During Y1 the children will be taught to put the date, month and title on their work, initially using pre-drawn lines, progressing onto positioning these independently using line guides.
- During Y2 the children will be taught to place the date, month and title and underline work. Pupils should start, a new piece of work, two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.
- Children in Year 2 should draw a margin 3 squares wide in their maths books.

General guidelines KS2

- All work is dated and titled with an ML.
- Date and title is underlined, with a straight line using a ruler.
- Any work not in books should have the child's name on it.
- Worksheets are trimmed by the teacher before being stuck neatly into books.
- Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by the end of year 2.
- Children are not allowed to doodle on their book covers and names and subject should be written on neatly in school hand-writing style, using a handwriting pen.
- Poor work is done again at an appropriate time.
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents.
- Incorrect work should have a straight line drawn through it.

Handwriting

- All children and adults will use cursive handwriting with lead ins and lead outs from EYFS through to Year 6. Exceptions are allowed depending on need.

Rulers

- Reception children are not required use rulers for presentation purposes.
- Y1 and Y2 children are encouraged, where necessary, to underline dates and titles neatly
- Rulers should be used by KS2 children to underline their work and draw margins

Pencils and Pens

- Pencils are to be used for all written work until a child can join their writing in a well formed, cursive style as determined by the handwriting policy. Then children will progress to using a pen.

Rubbers

- KS1 and KS2 children can use rubbers with supervision or at the teacher's discretion – typically errors have a single line through them to cross them out. (Work should remain legible)
- Children are not to use tippex or eraser pens to correct their work.

Maths KS1

- Maths work is typically completed in pencil.
- Numeracy work in reception is primarily practical. Pupils record work / jottings on white boards / worksheets. When work is recorded, teacher should write the date whilst pupils trace / copy their names. By summer term, most pupils should be writing their own names and numbers independently.
- Children write the short date
- If children are using cm squared paper – one numeral to be put in each square

Maths KS2

- The date to be written in the short form
- A margin of 3 complete squares to be drawn on the left hand side
- Learning objectives evident
- One numeral in each square
- Corrections should be corrected (Some but not all with the use of 'purple pen'.)
- Before a new piece of maths, the children should rule off the last piece of work

General guidelines

- Teachers should write pupils' names and subject title on the book cover or stick on a label
- Doodling is not permitted in or on exercise books
- Pupils should be discouraged from writing with a blunt pencil

Guidelines for the marking of children's work.

All of the work that the children produce must be marked, using a consistent policy, throughout the school so that children are very clear about our expectations of them. All assessment must impact on planning and marking to have impact on children's progress. Marking should be short, sharp and to the point so that it is helpful to the children. There is no requirement for all pieces of work to be marked in depth but there must be evidence of at least good progress in the books.

Children must be made aware of the purpose of each task and focus for marking (ML or Learning Objective). All teachers have consistently high expectations of children's work in every subject and will check that children are using grammar and spelling in their writing across all subjects accurately.

It's important to ensure that foundation subjects are still marked against the subject specific expected outcomes, however presentation, handwriting, subject specific spelling and appropriate grammar expectations will also be picked up.

All staff must provide time for children to respond to marking and follow the guidance given to them through marking

Our system of marking has been agreed with all staff to ensure that **quality** marking and verbal and written feedback is given to children in a meaningful way for them to understand. Clear symbols have been agreed which include pictorial representations for KS1 and Early Years children (Appendix 1)

Marking will be completed using a contrasting coloured pen – Green for teachers and Red for teaching assistants.

There may be times where peer or self-marking may be appropriate – this may be in purple pen.

Early Years

Assessment is primarily via oral feedback. Stickers / House points are awarded for good work. Written comments are primarily for the benefit of external agencies / teacher assessment.

Marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Written comments should praise good work and identify targets. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

A high emphasis is placed on securing basic skills in Early Years.

Principles for every day marking

Marking a child's work should provide a helpful interaction between the child and the teacher. If children are to develop as independent learners with an awareness of their strengths as well as areas for development (learning targets) it is essential that children are made aware of the learning intentions of the tasks and of the criteria against which their work will be marked.

Marking should:

- be timely and every piece of work should be marked (Either by pupil v's criteria, peer, v's criteria or teacher/LSA)
- relate to what is taught, reinforcing the objectives
- be positive, indicating what has been done well as well as where mistakes have been made
- pick up individual or group targets, where relevant
- indicate an area for further development and how to set about the next priority
- be precise, including the use of shared technical terms
- be realistic in expectations.

If the child has not met the objective or their presentation, handwriting and spelling is not as expected a written or verbal comment will be given in every subject, not just English and Mathematics.

Children will also have the opportunity to evaluate their own work by self- assessing against success criteria / steps to success.

Note; time should be made available for children to read and respond to comments made on their work. They will find out how they are getting on and what the next learning step will be. They can also evaluate their progress in terms of gains in knowledge, skills or understanding as well as identify targets for improvement.

Feedback

Marking is only of value if comments are read and responded to/regarded.

Wherever possible, marking will take place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Feedback

Individual verbal feedback; can be indicated on the piece of work by the symbol 'VF'. This is more powerful and has maximum impact when pointing out successes and improvement needs against learning intentions. It is also useful when;

- the feedback is complicated and would be too much to write or for the child to comprehend;
- the work is well below or above expectation and talking provides a more sensitive approach.

Whole class verbal feedback: at the end of lessons going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.

Group verbal feedback: to be given as part of a dynamic process either during the lesson or at the end.

Work that has simply been ticked and marked with a 'VF' indicates that sufficient oral feedback has been given during the lesson.

Written feedback: should be clear in meaning and developmental (children will find out how they are getting on and what their next learning step will be). Where written feedback is given, time should be made available for children to read the comments on their work, or to have an adult read them.

Target marking: when a teacher makes a detailed assessment of the work carried out by an identified target group. This will focus on specific agreed success criteria, which has been shared with the children. Target groups will alter on a daily basis, thereby ensuring that each child has frequent comments and feedback in all subjects.

The application of English and Maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

Weekly planning should indicate daily focus groups working with the teacher or other adult.

On occasions children may self-mark under teacher direction in order to gain instant feedback.

Where possible it is recognised as being good practice to mark work with the child present so that dialogue between the teacher and child can take place. Comments need to be constructive and positive. It is important to relate comments to the objectives / success criteria and ensure that work is not over corrected. Comments should also provide children with their next developmental target.

MARKING CODE

	Good Learning
	Next step or target
Purple Pen	Children respond to <u>ALL</u> marking using purple pen
^	Words left out
 	Your teacher is pleased with your learning
_____	Check spelling
3 x sp <i>bridge</i>	Please copy the word correctly 3 times
	Check for missing punctuation
	Verbal feedback
	Finger space missing
//	Start a new paragraph

Marking explained

Writing – English or cross-curricular (see appendix 1)

1. ML has got to be skill based providing a clear focus for the children
2. Additional success criteria can be given for extended writing the **grid below MUST be used**:

Success criteria	Self- assessment	Teacher
e.g. I have used full stops and capital letters in my writing		

3. ML will be highlighted either Green or Yellow depending on whether the child has achieved the objective. Green highlighter is used at the end of the piece of learning to highlight the 'GOOD' aspect of the work – or where work meets the objective.
4. Spelling, grammar and punctuation will be marked using the marking code.
5. Where necessary, a target, next step or challenge questions will be made at the end of a piece of learning. This should promote thinking or in turn allow children to improve their learning. This is identified by using yellow.
6. Time is given in lessons for the children to complete the next step in their learning.

Maths (see appendix 2)

1. ML has got to be skill based providing a clear focus for the children
2. Calculations are to be marked using Green and Yellow highlighters.
3. ML will be highlighted either Green or Yellow depending on whether the child has achieved the objective.
4. Individual calculations are marked using a green highlighter for correct answers or yellow for incorrect answers.
5. A target, next step or challenge questions will be made at the end of a piece of learning. This should promote thinking or in turn allow children to improve their learning. This is identified by using yellow.
6. Time is given in lessons for the children to complete the next step in their learning.

Science and Foundation subjects (see appendix 3)

1. There will be an extended piece of writing evident in topic books at least once every two weeks – *see marking for writing or cross-curricular*.
2. Spelling, grammar and punctuation will be marked using the marking code.
3. A challenge question will be given for the children to answer at the end of each piece of learning. This is to be pre-planned in PPA and evident on planning. The question(s) need to be evident in the children's books answers to be completed in purple pen.

Guided Reading (see appendix 4)

1. ML has got to be skill based providing a clear focus for the children.
2. ML will be highlighted either Green or Yellow depending on whether the child has achieved the objective.