



WILDRIDINGS PRIMARY SCHOOL Marking and Feedback Policy

		Signature	Date
Headteacher	Mr Simon Cope		

Reviewed By	Mark Dodds
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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.
- Enable the children to have an explicit understanding of the learning aim of the lesson.

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 Reception and KS1

- During their reception year the children will be taught to write their full names, date, month and title with increasing independence.
- During year 1 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 year 2 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 (My Learning).
- Date and title are underlined, with a straight line using a ruler.
- Any work not in books should have the child's name on it.
- Worksheets are trimmed 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.
- Poorly presented work is done again at an appropriate time.

- Incomplete work is to be completed to an agreed standard, 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 in order that the original work can still be seen.

Handwriting

- Children in reception will print.
- All children and adults will use cursive handwriting with lead ins and lead outs from year 1 through to year 6. Exceptions are allowed depending on need.

Maths KS1

- Maths work is typically completed in pencil.
- Numeracy work in reception is primarily practical. Children record work / jottings on white boards / worksheets. When work is recorded, the teacher should write the date whilst children trace / copy their names. By summer term, most children 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
Typically
- 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'.)
- New page for each new piece of learning.

General guidelines

- Teachers should write children's names and subject title on the book cover or stick on a label
- Doodling is not permitted in or on exercise books
- Children should be encouraged to use a sharp 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. In books, marking should be short, sharp and to the point so that it is helpful to the children with the emphasis on the use of Verbal Feedback (VF). 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. Where appropriate marking of the MLs should be in line with the Objectives on our school tracking system (Insight)

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. The subject that is being taught will be written at the top of the page for clarity.

Children should be given the opportunity 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.

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 child v's criteria, peer v's criteria or teacher/LSA),
- relate to what is taught, reinforcing the objectives (My learning) for that lesson,
- 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, children will be given the opportunity, and expected, to revise errors or improve work based on the feedback.

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 + key learning foci' 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.

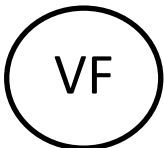


The application of English and Maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

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

Essential Marking for all subjects	
 <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;"> + Learning goal e.g. commas </div>	Verbal feedback – targeted support has been given in class by an adult.
	Good Learning
	Next step or target
Green Pen	Feedback from the teacher – usually requires action.
Red Pen	Feedback from another class based adult – usually requires action.
Purple Pen	Children respond to <u>ALL</u> marking using purple pen

Marking explained

1. ML has got to be skill based providing a clear focus for the children
2. **Verbal Feedback will be used as our main form of marking. Instant feedback is vital for the children's learning. VF + Learning goal will be used in the children's books e.g. VF Commas.**
3. Additional success criteria can be given e.g. 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		

4. 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.
5. Spelling, grammar and punctuation will be marked.
6. 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.
7. Time is given in lessons for the children to complete the next step in their learning.