

**CHERRILL
C. of E. (VA) PRIMARY SCHOOL**



**MARKING, FEEDBACK AND PRESENTATION
POLICY**

December 2015

Marking, Feedback and Presentation Policy

“Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire to take charge of their learning through developing the skills of self-assessment”

Assessment Reform Group, 2002

1 Introduction

At Cherhill C. of E. Primary School, we want all children to make at least good progress and more often better than expected progress and develop positive attitudes to their learning. ‘Assessment for Learning’ is central to children recognising and achieving their potential. Please see Assessment Policy for to see how this assessment process informs marking.

Assessment for Learning (AfL) is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at our school achieve high standards and have ownership over the learning and teaching that takes place within the school.

2 Aims and objectives

2.1 The purpose of this policy is to make explicit how the teaching team at Cherhill C. of E. Primary School mark children’s work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

2.2 Self and peer evaluation and feedback, including marking are woven together. Children involved in peer assessment, for instance, are giving feedback to each other;

- paired marking is peer evaluation
- teacher marking is feedback.

2.3 It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. Both these, enable children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

2.4 The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to children is central to the process.

3 The key characteristics of Assessment for Learning

1. **Explicit Learning Skills**
2. **Success Criteria.**
3. **Questioning.**
4. **Feedback.**
5. **Marking**

3.1. Explicit Learning Skill

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that children know the learning skills to the lesson as this gives a focus, enabling children to review their own progress and to see if they have achieved the skill.

Teacher demonstration and modelling will closely relate to the skill as will the subsequent activities. Together, these will support and guide children to achieve the lesson intention. **The skill will focus on the learning not activities.** Helpful skill stems include ‘to know, to be able to’

3.2. Success Criteria

Developing success criteria to achieve the skill will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a skill they gain more ownership over the learning with positive results. **Feedback against the criteria frees children from personal discouragement.** This enables teachers to mark and give feedback on the learning against the success criteria agreed by the class, rather than the handwriting, spelling and other generic areas of writing.

3.3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children’s understanding and misconceptions.

Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including **prompting, promoting and probing** questions, are recorded in teacher’s medium or short term planning. **Wait or ‘thinking’ time is essential** to give all children the opportunity to think and respond.

This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of **‘talk partners’** where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

3.4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning, where appropriate, as well as responding appropriately to the mistakes that children make in lessons or the misconceptions they have made. Teacher’s feedback will provide children with the information they need to achieve the next step and make better progress.

Feedback will always be constructive and sensitive because **any assessment has an emotional impact.** Feedback that comments on the learning rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help children take the next steps in their learning

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- Can be direct (targeted at children/child) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language children can use when responding or giving feedback to others
- Developmental feedback- recognise children's efforts and achievements and offer specific examples of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self- Evaluation

We will encourage children where possible to self-evaluate their work. This can be by recording traffic lights in their books using red, amber, and green –

The colours would signify

-  I can/I'm really secure
-  I nearly can/I'm nearly there
-  I need help.

These should be displayed in the classroom so that the children can see them, as appropriate. Children should put a coloured dot next to the Skill to show how well they felt they achieved.

Peer Evaluation

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This will not replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one you need more help with or which one you could take further.
- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time

WWW (what went well) EBI (even better if) used to evaluate learning either written or verbal comments

3.5. Marking in KS2 and KS1 (Teacher Feedback)

3.5.1 We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

3.5.2 When marking, staff will only mark against the Skill and the Success Criteria. If a Skill goes over more than one day there is only a need to comment on the achievement when the task is complete although a date and signature to show the work has been looked at should be added.

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3.5.3 When marking there should be a positive comment (star) and one or two 'moving on' comments (wish) e.g. you've made a really good attempt at this, next time try to..... or well done for having a go, remember to Staff to colour code depending on whether the Skill has been achieved. Green for "I'm really secure" or "I can", yellow for "I'm nearly there" or "I nearly can" and red for "I need help" "I'd like some help" Post it notes can be used to alert the child to seek further adult feedback.

3.5.4 All work must be marked in **green** pen, signed and dated by staff. Stamps to be used to say if work is with TA or teacher or if target met. Work marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, ST – supply teacher, children marking should put their initials. Teacher written feedback should model the handwriting policy.

3.5.5 Big Write will be marked using a green highlighter for 'great' aspects and pink for the areas that need to be 'polished'. These areas will be identified against the SC for the session.

3.5.6 Feedback given needs to be given as to how the child can close the gap. Useful 'close the gap' comments are:

Reminders - What else could you say here?

Scaffolds – What was the dog's tail doing? The dog was angry so he.....! Describe the expression on the dog's face.

Examples – Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.

3.5.7 Maths and other closed tasks should be marked with a tick (✓) and a dot (.) put next to incorrect answers.

3.5.8 Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly for the child to practise. Teachers should tick each letter that is correct in a misspelt word and write the correction. Punctuation marks relevant to the child's learning stage will be marked. Punctuation mistakes will be inserted/highlighted where omitted and circled where wrong, as appropriate.

3.5.9 Time is given to children at the beginning of the day and at the beginning of lessons to correct, redraft, edit and add to their learning and respond to marking. Corrections and responses should be completed below the last piece of work along with the child's initials.

3.6 TA Feedback (KS2 and KS1)

At Cherhill we expect TAs to mark the work of the children in their groups. Expectations of what needs to be done varies from year group to year group and activity to activity.

The agreed TA observations sheets should be completed by all year groups. Comments are only needed for children who have NOT achieved the skill. One sheet should be completed for every lesson when a group is identified on the planning as working with a TA. **All work should be marked in green pen, signed and dated and TA stamp used.**

KS2

- Maths – Calculations ticked (if correct) or dotted (if incorrect)
- English – work should be ticked where appropriate. It is expected that marking will take the form of secretarial marking only i.e. spellings may be identified (see 3.5.8 above) errors in grammar will be identified (see marking codes at 5), handwriting corrected or presentation/layout may be commented upon. Time will be given at the end of a teaching session if required. TAs are not expected to make in depth comments relating to the child's success in meeting the skills.

KS1

- To tick or put a dot when working with a child in their Maths book

- TA to annotate their own planning for phonics and to hand to class teacher at the end of each week

4 Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Teacher feedback

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written) when appropriate

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

TA feedback

Tick or put a dot when working with a child in their Maths book

TA to annotate their own planning for phonics and to hand to FS2 class teacher at the end of each week

TA to use observation notes when working with children. These observation notes will be photocopied and added to the class teacher's planning. The original observation notes will then be transferred into Learning Journals.

The class teacher also writes next steps in the children's mark making and Maths books using the same image as for KS1 i.e

 Next steps

5 Codes for marking

Codes for marking

VF - Verbal feedback

GW - Guided Write

TA - Teaching assistant marked

ST - Supply teacher

~ Incorrect grammar

— Incorrect spelling

// New paragraph

○ Incorrect or missing punctuation

KS1

 Next steps

KS2

WWW - What went well

EBI - Even better if

6 Presentation

6.1 It is essential that careful attention be given to presentation from the outset. Each piece of work is valued so that a positive attitude and pride in their work is fostered from the beginning.

6.2 Each new piece of work should be dated in full (short date for Maths) and this should be underlined using a ruler. Titles should also be underlined. In Key Stage 1 the teacher may do this or a copy of the date and Skill will be stuck in their books. Skills will also be written before a piece of work is started and this will be underlined. The teacher may do this for the child.

6.3 When correcting a piece of work, scribbling out is never accepted. If a mistake is made it should be crossed out with one horizontal pencil line. Tippex or correction pens should NEVER be used in school. Children must not use erasers.

6.4 Final drafts produced on plain paper must be with the aid of appropriately sized guidelines. When children present a final draft, perhaps for display or a book, they may finish off the work by adding a border.

6.5 Children must use the appropriate writing tool; pencil for FS2/KS1 and children in KS2 will move onto pen when they are given a pen license. In exceptional cases fountain pen licenses will be awarded in upper KS2.

This policy was agreed by the governing body, Headteacher and staff at Cherhill C.

of E. (VA) Primary School on and is due for review on
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Signed: Chair of Governors