



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence

Feedback, Marking and Presentation Policy

Date policy approved: June 2024

Next review date: September 2025

Ratified:

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Signed: *R Hext*

RRSA links:

- Article 28 (the right to a good quality education)
- Article 29 (the right to an education which helps children to develop their talents and abilities)

Rationale

To ensure that all teachers provide continuity for pupils across the school and there is an exponential increase in expectations of pupils communicated through marking and feedback. Children have their learning valued, discussed and marked in such a way that the feedback given will improve their progress and attainment. Marking will enable pupils to develop their self-confidence, resilience, ability to reflect and work reciprocally, and to be resourceful. The marking will also support pupils to become lifelong learners and self-assess their own learning.

This policy will provide teachers, governors and parents with a framework for how work is to be marked, its frequency and the methods used. It will also inform them of the school's expectations in presentation of work.

Aims

Our marking at Shotton Hall Primary School will:

- Identify targets and next steps to help move learning forward;
- Indicate to the child that their work is valued and has been seen;
- Establish a dialogue between the teacher and pupil;
- Enhance self-esteem by giving praise, guidance and encouragement;
- Check and monitor children's progress and attainment;
- Inform teachers of next steps in planning and delivery;
- Encourage self-assessment and reflection;
- Ensures a consistent approach that measures the pupils' progress towards national

standards.

General Guidance

Feedback and Marking can take a variety of forms; it can be oral or written. The class teacher is responsible for the marking of all of their pupils' work and will oversee marking by teaching assistants. All work will be marked in all books ranging from 'tick as seen' to 'quality marking'.

Marking will be linked to clear learning objectives that begin with 'I can', 'I know' or 'I understand' and to the targets for success (success criteria) shared for that lesson. Marking will identify areas for development. We do not expect to see any work carried out by pupils unmarked.

Marking is done as soon as possible after the work has been completed. There are a range of ways to mark:

Acknowledgement Marking- this should be a tick and is used where there has been considerable oral feedback in the lesson or where a group has worked together.

Self Marking- children mark their own work against a criteria set by the teacher. A culture of trust must first be established. The emphasis is on children addressing their misconceptions and provides opportunities for early intervention by the teacher.

Peer Marking- when appropriate and after pupils have been taught how to do this effectively, children mark a partner's work to a set criteria, this is usually about identifying the strengths.

Quality Marking- teachers will judge when this is appropriate. It entails focused comments relating to the lesson criteria and objective. This type of marking is used to 'close the gap' in understanding.

MARKING WRITING

1. Work will be marked against the Progression in Writing document and/or additional criteria appropriate to the learning. In this way we will add additional relevant targets to develop writing beyond a Secure judgement and develop creativity and imagination in writing.
2. The 'I can' statement (learning objective) will be ticked either pink (not achieved), orange (partly achieved) or green (fully achieved) by the teacher when marking.
3. Any work ticked as either pink or orange must be followed by some intervention or dialogue with the child to address the issues/misconceptions which have been identified.
4. Marking in pink highlighter pen will identify errors in learning which do not meet the criteria. Pink pen will also indicate the need for a moving on comment or action. We will use the term 'Pink for Think' when teaching.
5. Teachers will make a positive comment at the end of the piece of work to acknowledge the successful features of the writing.
6. Pupils will complete moving on comments in purple pen for KS2 and purple coloured

pencil for KS1.

7. Wherever possible teachers will engage in a 'marking conversation' and mark with the pupils present (assertive mentoring) during the task providing immediate written and verbal feedback which is meaningful to the pupil.
8. Time will be allowed for children to reflect on marking and respond to marking feedback. Tasks will take no longer than 5- 10 minutes at the start of the next lesson or at a given time agreed by the teacher.

EXTENDED WRITING BOOKS- GREEN

Extended writing books are green and will contain at least three independent extended writing pieces across a term. Extended writing will show the pupils independent writing skills and their ability to bring together all they have learned in the teaching sequence building up to the final piece. Previous drafts of this finished piece will be seen in the child's yellow English workbook. As part of the writing process, children are allowed time to redraft and improve final pieces, reflecting upon improvement comments from their teacher. It is essential that the planning and drafts are quality marked in order for children to act on comments and suggestions accordingly. Response partners are also used when writing: children will read their work aloud to a partner to gather feedback which can be used in their final extended piece. This final piece will be used to make assessment judgements on what the child can do independently. Moving on comments will not be used, but 'pink for think' comments may be added to ask a child to demonstrate their understanding of something they may have forgotten to include.

ENGLISH WORKBOOKS- YELLOW

Yellow books will contain all practice and skills work including planning, character studies, small pieces of sentence structure work, spellings, handwriting, SPAG and first drafts - everything that is not a final piece of extended writing. This work will be marked to a high standard and is where the movement forward in learning will be seen. Here there will be pink highlighter and 'Pink for Think' comments and moving on tasks.

In scrutiny we will expect to see a direct link between the yellow workbook showing preparation for writing an extended piece, and the final extended writing piece in the green book. Where children will be writing an extended piece, the date and 'Extended Writing' will be written on a new page to indicate that this is the end of the unit of work and that the learning will be demonstrated in the Extended Writing book.

Pieces of practice work e.g SPAG exercises can be 'tick as seen' if wholly correct unless there are errors. In this case, these must be revisited and addressed. If incorrect there must be evidence shown of correction and understanding also continued use of the correction in subsequent pieces of work.

English Marking and Presentation

Do children use pencil or pen?	Year 1 use pencil for all work Year 2/3/4 use pencil initially and move to black pen
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	<p>when appropriate when they receive their pen licence at the discretion of their teacher.</p> <p>Year 5/6 use black pen.</p> <p>Pencils must be used for drawings/ diagrams</p>
What pen is used for moving on comments or improvement points?	<p>Upper school will use purple biro</p> <p>Lower school will use purple coloured pencil</p>
How is date written?	<p>Top left of page in words for English:</p> <p>Monday 11th November</p> <p>Line space before 'I can' or I know' statement</p>
How is the L.O. shared?	<p>Written 'I can' statement as title.</p> <p>Line space to be left before work is started.</p>
Are targets for success (success criteria) recorded?	<p>Yes, for extended pieces of writing (as a checklist) using age-appropriate Progression in Writing statements as guide and adding to these.</p>
How are mistakes corrected?	<p>Crossed out with one straight line using a ruler through the middle of the word / numbers.</p>
Are erasers allowed?	<p>No. Seeing errors helps the teacher to make an assessment judgement.</p>
What colour is used for marking?	<p>Green biro for comments (teacher and TA)</p> <p>Pink highlighter (used for moving on comments-teacher discretion)</p> <p>Blue biro for comments (supply teachers and student teachers)</p> <p>Positive comments based on successful learning are welcomed as a motivator for pupils. There will also be a green tick on the learning objective.</p>

How is verbal feedback shown?	VF (with initials) with a note on the content of the VF eg. 'VF spellings' OR 'VF use of speech'
How is good work that meets LO/ SC identified?	The success criteria at the top of the piece will be ticked The 'I can' statement will be ticked green
How do children know if they've been successful in the lesson?	LO ticked at the side by teacher: <ul style="list-style-type: none"> ● green (LO met) ● orange (LO partially met) ● pink (LO not met) Where a learning objective is ticked orange or pink, there must be a clear moving on comment or intervention shown afterwards
How are mistakes identified?	Pink highlighter - 'pink for think' to highlight where corrections are needed
How is feedback given?	Use of a pink highlighter to indicate: Through prompts/ comments, e.g.: <i>Scaffold prompt:</i> Re-write this sentence with a different opener. <i>Target prompt</i> (Referencing targets for success) <i>Extension question:</i> Why did you choose that simile?
Where do children respond to marking?	Underneath the teacher's written feedback or in child's work if clearly identified as improvement in purple pen/coloured pencil
How is peer/ self marking identified?	With a sharp green pen/pencil.
How is supported/ independent work identified?	WS: With Support and initials of the person supporting I: Independent

How are improvements/ corrections acknowledged by teacher?	A small neat tick in green biro
KS2 marking codes (on line above) KS1/ EYFS marking symbols	Sp: Spelling P: Punctuation G: Grammar C: Capital Letter ^: missing word EYFS/ KS1 use a range of visual symbols for: capital letters, full stops, finger spaces, spellings, writing on the line, letter formation and to check work makes sense.
How is absence recorded?	Where a child is absent, the LO will still be recorded in books but will be accompanied by 'absent' to indicate missed learning.

Maths Marking and Presentation

Work will be 'quality marked' with an improvement comment/ prompt (shown through use of pink highlighter) at least twice a week.

Do children use pencil or pen?	Pencil
How is date written?	Top left of page Short date e.g. 21.11.22
How is L.O. shared?	Written 'I can' statement as title. Line to be left before work is started.
How are mistakes corrected?	Crossed out with one straight line.
Are erasers allowed?	For diagrams/ graphs etc. at teacher's discretion.
What colour is used for marking?	Green (teacher and TA) Pink (used for moving on comments-teacher discretion) Blue (supply teacher or student teacher)
How is verbal feedback shown?	VF (with initials)
How is good work that meets LO identified?	The work is ticked. Comments to be made where necessary. The LO is ticked.
How do children know if they've been successful in the lesson?	LO ticked by teacher: <ul style="list-style-type: none"> ● green (LO met) ● orange (LO partially met) ● pink (LO not met) Where a learning objective is orange or pink, there must be a clear moving on comment or intervention shown afterwards

How are mistakes identified?	<p>Correct answers will be ticked.</p> <p>Incorrect answers will be dotted.</p> <p>'Pink for think' highlighting to identify where corrections are needed.</p>
How is feedback given?	<p>Use of a pink highlighter to indicate:</p> <p>Through prompts/ comments. For example:</p> <p><i>Correct with good understanding:</i> next steps/ challenge set.</p> <p><i>Correct/ incorrect: inefficient method used:</i> model efficient method with task set.</p> <p><i>Incorrect, calculation error:</i> identify error & child to correct.</p> <p><i>Incorrect: lack of understanding:</i> identify gap and address appropriately.</p>
Where do children respond to marking?	Underneath the teacher's written feedback.
How is peer/ self marking identified?	With a sharp purple coloured-pencil.
How are improvements/ corrections acknowledged by teacher?	A small tick in green biro.
Marking codes (in margins)	<p>WS: With Support and initials of the person supporting</p> <p>I: Independent</p>
How will mastery challenges be displayed in moving on comments?	Teachers will use mastery materials from NCETM or other sources.

How is absence recorded?

Where a child is absent, the LO will still be recorded in books but will be accompanied by 'absent' to indicate missed learning.

Foundation subjects

All work will be marked with a tick and a comment relating to the 'I can. . ' statement

Handwriting

- The school uses the *Berol handwriting scheme and fonts* in all year groups.
- Handwriting will be taught regularly and discretely and will be seen in the yellow English book.
- Where specific letter formations are found to be incorrect these will be addressed discretely following the piece of work for ALL pupils.
- Teachers will model the appropriate font at all times in marking and in class writing.
- Pupils in EYFS will learn their letter formation in a printed style according to Little Wandle
- Fully joined handwriting will be taught from the start of Year 3.
- It is anticipated that by the end of Year 4, most children will write in a fluid and legible joined style.
- High quality handwriting is expected in **all** subjects.
- In scrutiny writing will be checked for continuity in English books and themed learning books/ other writing.
- We expect to see the same high quality of writing in foundation subject books as in the English books.