



Marking, Feedback and Presentation Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

AIMS

- To enable all children to make progress and improve their own work
- To inform children and staff of their next steps
- To promote a high standard of work and presentation
- To encourage children to take a pride in their work
- To help children to realise that their work is important
- To communicate appreciation for effort and suggestions for improvement

All children's work should receive a response from the teacher or support staff, which may be verbal, or written, or both, depending on the situation and the age and ability of the child. The type of response and the amount of detail applied to marking strategies vary with the purpose of the work set and the focus operating at the time. The standard of the presentation expected is high but may vary with ability and age of the child.

HOW WE WILL ANNOTATE PUPILS' WORK:

EYFS:

- a) The expectation is that all work will be marked before the next lesson in that same subject.
- b) In their adult focused book, where children have achieved an expected criteria staff will mark in GREEN highlighter. This will link to the children's trackers in their portfolios.
- c) Staff will record the next steps on a class sheet to inform the next learning focus.
- d) If it is evident that the child has not met the objective, this will then be the focus for the child during independent work or additional adult focussed tasks.
- e) Staff will use YELLOW highlighter to indicate and discuss with the child what they need to do next.
- f) Adult focused activities will be completed in an adult focused book in Reception.
- g) Child initiated work will be annotated and kept in their profile. This evidence is linked to the EYFS framework statements and next steps are included when appropriate.

Key Stage 1 & 2

- a) The expectation is that all work will be marked before the next lesson in that same subject.
- b) Staff will use a GREEN highlighter to neatly indicate pupils meeting expected criteria or learning demonstrated in that particular lesson (Y1-6 only). This must link to ARE statements and/or specified learning objective for that lesson and indicates that the challenge or learning has been achieved. A GREEN highlighted box indicates a well written section of work.
- c) Several aspects of the piece of work may be highlighted to show different criteria met, or to show multiple examples of one criteria.
- d) It may be that no green highlighting is evident if the objective has not been met – this should be followed up and evident in subsequent planning or intervention work.
- e) When marking, the green highlighted evidence should be reflected in 'ticks' against the relevant ARE statement at the front of pupil books/iTrack.
- f) Staff will use a YELLOW highlighter to neatly indicate where pupils need to review and self-correct their own work in order to meet ARE statements and/or specified learning objective for that lesson. When marking English, Science or themed work, a differentiated system should be used – a yellow box for the more able indicates that a section should be read, reviewed and improved. Middle and lower abilities a YELLOW highlighter next to the line or smaller box/section indicates what should be reviewed and improved.
- g) Editing flaps can be used over yellow boxes to show improvements in the writing/outcomes.
- h) In Maths a green or yellow dot next to the title indicates if the objective has been met. Yellow dot the question number that they have wrong.
- i) Several aspects of the piece of work may be highlighted, and it may be necessary to place a highlighted mark in a 'blank space' – for example to indicate missing punctuation.
- j) For spelling errors, the incorrect word should be highlighted in yellow, with 'sp' (for spelling) or 'h' (for homophone) written above in green ink. The correct word should then be neatly written at the end of the piece of work, following the correct expectations of handwriting and position on lines for the child to write out 3 times.
- k) For grammatical errors – this includes missing or inaccurate Capital Letters, punctuation or tense – these should be highlighted in yellow as per 'f' above.

- l) Where appropriate pieces of work should clearly show whether it has been carried out independently or not – this could be using the written code of 'I' for independent or 'S' for supported (either teacher or another adult), or by use of a neatly positioned 'stamper'.

HOW PUPILS WILL RESPOND TO THEIR OWN WORK:

- a) Children must be given time each day to respond to, and correct, any highlighted marking annotations.
- b) Red Responder pens should be used by all children when they are replying or responding to an adult comment. This will stand out and responses can be easily identified.
- c) If a pupil is unsure of how to self-correct a highlighted element – for example they may not recognise that a comma is needed and be unclear why a small yellow highlighted mark has been added to their work – they should ask an adult in class if appropriate, OR indicate using a 'star'/asterisk that they do not know how to improve the error. Teachers or other adults should then discuss this and may annotate using the code 'VF' in green ink. They may model the correct response using green ink – this will clearly show that a discussion has taken place and that the correction has been explained to the pupil.

MARKING AS A DEVELOPMENTAL TOOL

- a) Marking should be done using the agreed marking codes which should be on display in classrooms. See Appendix.
- b) It is not anticipated that all work be marked in detail on every occasion; rather that the work is marked in relation to the intended learning outcomes and so that children know what and how to improve their work.
- c) Teachers should write legibly with correct spelling and grammar and in an age/ability appropriate style of handwriting; writing should be on lines and against the margin.
- d) Dojo points, stamps and stickers may be used as motivational measures to encourage the best possible work.
- e) Self and peer assessment techniques should be taught and used in order to develop self-reflection and development – this should be used appropriately and in moderation. Pupils may use coloured pencils to mark their own/the work of others.
- f) Self-correction should be kept as neat as possible – children should neatly draw a line through errors and then write the correct version. If there is no space, then the child should cross out as before and write the correct version in the margin. The error should be legible as it may help in assessing learning.
- g) The use of rubbers is at the teacher's discretion; however, it should be limited. The use of masking fluid is not permitted.

PRESENTATION

- a) High standards of presentation will be expected at all times and in all books, it should be appropriate to the age and ability of individual learners.
- b) Written work should start against the margin.
- c) Dates and learning objectives should be clear, underlined, and a blank line left before work commences.
- d) It is expected that all underlining will be done using a ruler.
- e) All pupils should use an exercise book with a line width suitable for their handwriting and ability. There is a progression of line widths and square sizes for maths for all subjects. Pupils should have a standard line width – for example 10mm line width for English should have a similar line width for Science, Topic and Handwriting.
- f) Teachers may use their judgement about moving pupils onto narrower lines – this does not need to fall at the 'end' of an exercise book – however it should be clearly stated that a new book has been started in order to 'end' the book and explain the blank pages.
- g) In Key Stage 2 teachers will determine when the child is ready to begin work in pen – which is when pupils demonstrate a clear, legible, joined handwriting style with letters of appropriate size. The use of pens for all written work should be common place for the vast majority of children by the summer term of Year Six. The pens used initially should be of a blue ink. Pencils are best for Numeracy work throughout the school.
- h) All work should be dated; this may be written for English and in figures or Roman numerals for Maths. Teachers should use their discretion about the appropriateness of the time this may take especially with younger or less able children. This could be stamped onto the work of younger children with a library style date stamp or written by an adult.
- i) Titles should be the intended learning outcome in 'child speak' and underlined with one line. On occasions the title may be a continuation of the learning objective from the lesson before so no need to write again. It may be

useful to print the learning objective onto a sheet or stickers to be put onto work. In this case the objectives need to be made clear to the children. All groups of children may not necessarily have the same learning objective.

- j) All children will use pages in order and will start the next piece of work with the date and title – there is no need to rule a line or start a new page for each piece of work.
- k) No exercise book should be defaced by a child. Staff should ensure that any instances of scribbling, doodling or graffiti are immediately removed or covered.

HANDWRITING

A standard form of handwriting is adopted from Reception through to Y6.

Reception children will be taught the connecting 'flicks' to their letters.

Children should be encouraged to form letters correctly at all times – see back page.

Handwriting practice, following the Collins scheme of work, should be demonstrated by the teacher at least once a week, but it is noted that this has been found to be more effective when completed daily for a short period of time.

It is expected that all pieces of written work, not just in handwriting books, will reflect the expected standards of presentation. Handwriting practice can be sent home as extra homework for those children requiring the practice.

The use of pencil grips and triangular pencils should be considered for those pupils struggling with letter formation, and these should be implemented consistently across all subjects.

DISPLAY

Any work on display should be a fair piece which is neat. It is not always necessary to ask children to rewrite a piece of work for display as the original work is often suitable. It is appropriate that displayed work be marked. Work should be named but not necessarily dated if intended for display. Dates may be written on the back of the work as a record.

EQUALITY STATEMENT

At Sherdley Primary, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

COVID-19

Teachers to follow guidance on school risk assessments in relation to marking and feedback.

Reviewed and Agreed by Teachers Nov 2020

Sherdley Primary School Marking Code

To be marked in green pen by teachers, children to respond using the Red Responder pens.

| NS | Next steps |
|---|--|
| <p>sp or h (Word highlighted in text and 'sp' written above the word so that pupils recognise it is NOT a grammatical error for them to self-correct, written correctly as soon as possible after the completed piece of work – modelling correct handwriting, and position on line)</p> | <p>Spelling error (h – homophone) Expectation is that child will correctly write the spelling <u>3 times</u> Teacher to follow up the spelling with a further mark or repeat the spelling if it remains incorrect.</p> |
| I | Independent work |
| S (or stamp) | Supported work – this could be by any adult |
| PC (or stamp) | Pupil Conference – use if general feedback is given by the teacher |

Example of expected handwriting (as per the Collins scheme of work):

a b c d e f g h i j
k l m n o p q r s t
u v w x y z

A B C D E F G H I J
K L M N O P Q R S T
U V W X Y Z

This is what writing should look like in our books.

clockwise : c a d g o

downstroke first : n m r h

looped descenders : g j y f

tall ascenders : b h d k l t