

## Marking and Feedback/ Presentation Policy

<b>This policy was adopted:</b>	<b>15<sup>th</sup> February 2022</b>
<b>To be reviewed on:</b>	<b>February 2023</b>

### Rationale

The Federation of Follifoot & Spofforth CE Primary Schools are committed to providing relevant and timely feedback to pupils, both verbally and in writing. High quality marking and feedback can drive children's learning forward and help them to become more reflective.

### Aims

Feedback and marking intends to serve the purposes of;

- Valuing pupils' learning, effort & the work they produce
- Identifying and addressing errors, mistakes or misconceptions
- Evaluating how well the learning has been understood
- Develop or deepen learning and understanding showing children how they can improve

Marking and feedback needs to;

- Be manageable for teachers
- Be accessible and effective for all children
- Respond to individual learning needs e.g. marking one to one for some children
- Be consistent throughout classes and year groups
- Relate to the learning objectives which are shared with the children
- Be positive and sensitive towards the children's work and their feelings about it

### Marking and Feedback Strategies

Marking and Feedback takes a range of forms some of which is obvious to see in pupil's books some is less obvious and require more careful scrutiny when monitoring & evaluating.

- **Correctional marking** – symbol (see marking key) or words to indicate an incorrect answer or misconception.
- **Acknowledgement marking** - sign or symbol (see marking key) or words to acknowledging and recognising the completion of the ensuring pupils feel all work is valued
- **Verbal feedback** - that takes place during, at the end of or the start of next lesson sometimes known by the children and staff as 'live' or 'in the moment' feedback. This will be recorded with a 'v' and evidence of changes/improvements or corrections should be seen in the work.

- **Developmental Feedback** – incisive written feedback from an adult focuses on the successful elements and next steps needed in order to deepen or further learning.
- Written feedback to parents and pupils via the app 'Marvellous ME'.
- **Self and or Peer Feedback** – written by the pupil or a peer based on agreed criteria on which to judge the success of the work
- **Skim marking** – a book look that allows the teacher to identify common misconceptions or errors to re teach the next day and provide opportunities for children to reflect and correct/ edit their own work.

### Implementation of Agreed Policy

To allow consistency across the schools the following **marking and feedback non-negotiables** will apply:

- Marking and feedback from adults will be in **green** pen only.
- All marking is to be done in clear legible handwriting
- Marking should be completed against the Learning Objective
- In Foundation Subjects, identified topic specific vocabulary should be corrected for spelling.
- In English, spelling corrections should be made in accordance with the statutory spelling lists/ tricky words or phonics sounds that have been taught.
- There is no expectation regarding the amount of marking that is undertaken however all work should be acknowledged.
- The agreed Feedback and Marking Key should be used and clearly displayed in each class (KS1&2)
- Self or peer marking will be in **purple** pen only.
- When possible marking & feedback will take place with the child.
- **All** feedback/ next steps **must** be acted upon. This will be clear to see in pupils' books.
- Cover or supply teachers will mark all work set.
- Comments will be written in appropriate language for the individual child.
- All recall quizzes should be carried out in books (KS2) and marked. Where misconceptions occur, these should be recapped and consolidated.

To allow consistency across the schools the following **presentation non-negotiables** will apply:

- Children should be encouraged to take pride in their handwriting and presentation
- The appropriate colour front covers should be used for each book. These should not be written on by the children.
- All work must be dated (including in Maths workbooks) and the long date should be used in English lessons
- Worksheets should be kept to a minimum or used as a scaffold if necessary. If used, these should fit within the page and be stuck in neatly.
- All work, including worksheets should have a Learning Objective (We are learning to...) and in Foundation Subjects, a title linked to the essential knowledge and skills. This should be underlined and at the top of the page.
- In maths books, digits should be recorded one per square.
- All letter and number reversals/incorrect number formation should be corrected.
- Children with SEND who have cream books, should also use cream worksheets.

## **Marking in Early Years**

In Early Years, children's work is annotated giving context to the piece of work and/ or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment. Annotation and verbal feedback is always positive and supports their next steps. The level of support will be identified in accordance with the key for marking symbols. When children are accessing play-based learning, incorrect formation and reversals of letters and numbers will be sympathetically corrected to ensure that early misconceptions are addressed.

## **Encouragement (rewards).**

As adults in school we want to recognise high quality work, significant effort and progress with our spoken and written words, team points, Marvellous ME badges and stickers may be given. However empty praise is an ineffective as empty criticism therefore specific praise is expected, In line with our understanding of the impact of growth mind-set praise will **typically** focus on the process of learning and the effort given rather than the product.

## **Role of other adults supporting**

**Support staff** may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

**Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy.

**Trainee staff in school** following appropriate induction training and with the support of the host teacher and school mentor trainees are expected to follow this policy.

## **Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking key is consistently adhered to across the school. The SENCO, alongside the class teacher has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

## **Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.












## **SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements will be identified in the appropriate plan or inclusion passport.

## **Monitoring and Evaluation**

Regular book sampling will be undertaken by Senior Leaders and subject leaders to ensure that marking and feedback drives learning forwards. Books will be shared with colleagues to ensure consistency and progression within year groups, classes and across the school.

## **Marking Symbols**

	Correct
	Incorrect
	Verbal Feedback has been given by an adult
	Incorrect spelling (underlined) which children will need to correct
	Punctuation. A circle may indicate the section of text to be corrected e.g. a P and a circle around a missing capital letter
	A new paragraph should start here
	Omission
	Underlined for children to edit and improve e.g. tense
	Next Steps
	Support plus ratio of support e.g. 1:1 or 1:4
	Unnecessary words will be crossed out with a straight line