

Written by: staff at school
Reviewed by: Sarah Peel
Shared with staff; 9.11.09, May 2012, 22.6.15.
Seen by Governors on: 12.1.10, 23.6.15.
Review date: Autumn 2013, summer 2017

Marking, presentation and Feedback Policy

Context

Marking forms part of our assessment of children's progress and is one of the ways that we provide feedback to children and parents. It should have a positive impact on children's learning by showing both the teacher and the student what has been achieved in the lesson and what the next steps should be.

Effective Marking

- Support pupils in linking achievement to effort rather than ability
- Have a consistently high standard of presentation and marking across the school
- Marking sets next steps for learning
- Highlight work that is not of a child's highest standard

Marking Guidelines

Staff will be expected to adhere to the following guidelines to ensure that marking is consistent to improve children's performance.

- Contrasting pens (purple) to the original piece of work to be used
- Comments should always highlight positive aspects of children's work related to the 'I can ...' statement for the lesson and the **writing targets**.
- Younger children may not be able to read; therefore lengthy comments will be inappropriate. Children who are just beginning to write may have their work scribed below in order to make sense at a later date. Stickers, positive symbols and verbal feedback should be used. As children's reading ability improves, staff should work towards more written comments.
- When the teacher is concerned about the child's understanding of the task, an appropriate comment should be written to reassure the child that the teacher will support the child's learning. For example, '*See me!*' is inappropriate. '*We need to go through this together*' is reassuring and not said in a negative way, but promises support.
- If presentation of work is poor and it is clear that you know a child has not applied maximum effort, then it is appropriate to use a constructive criticism. Try to acknowledge the positive aspects of the piece of work. For example, '*The content of this report is of a high standard, however I know that you can present this more effectively*.' This would apply to older children and wording should be matched to the understanding of younger children.
- There is usually a right or wrong answer in maths. A dot can be useful in informing the child that the sum is wrong, while providing the opportunity for them to try again to achieve the correct answer. This is then marked with a dominant tick. It is better to tick the correct answers and write an appropriate comment at the end of the work. For example, '*You seem to be having difficulty with, let's try again together.*'
- Once errors have been identified then they should be addressed either in the same lesson or as soon as possible, and will inform future planning.
- When self or peer assessment takes place children should have sensitive comments modelled and be given guidance as to the content of their marking.

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- Ensure **follow up on marking by pupils** for example, rewriting spellings, redraft a sentence, other additions/ deletions.
- Termly feedback is given to individual pupils on their targets and progress towards next steps, in core subjects.
- **Writing target sheets** these should be used (whenever is appropriate) to support learning across subjects. Children need to know and understand their writing target.

Presentation Criteria

- **Date e.g. Monday 22nd June** (for English) or 22.6.15 (for other subjects)
- I can statement
- Letter / number formation
- Spacing
- Punctuation
- Underlining with a ruler from Y2
- Appropriate use of exercise books
- After a piece of work start a new page
- Evidence of self checking and neatness
- Quality of handwriting
- Sharp pencil for Maths
- Black pen

Marking Codes

This chart highlights the common themes looked for when teachers are marking work and the codes used. These are shown in order according to the stage of the child, ie a more able child may not have the spellings given to them.

English

Spelling – Teachers should underline spelling mistakes in the piece of work. Where appropriate the correct spelling should be written either above the work or in the margin. Staff should underline the part of the word which is incorrect. Teachers should decide how many times pupils should practice each word again. E.g. sp X 5

A circle should be put around incorrect punctuation.

New Paragraph //

Omission Mark ^

V√ = when verbal feedback has been given (could include a brief summary)

S = support given

I = independent work

Maths

Incorrect . (a dot)

Correct √

To highlight a correction – underline the error.

a circle should be put around reversals and modeling of correct formation.

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All subjects

The school uses a cloud and step symbol when marking work. This should refer to the 'I can' statement or other pertinent teaching point. The step is for the next step needed in their learning.

Teachers should require their pupils to read their comments from marking and respond to the comments prior to, or at the start of the next lesson in that subject.

The teacher should take care when marking and be aware of their own neatness, teachers must use the school handwriting style.

Where used, worksheets should be stuck into books and they should still have the relevant 'I can' and be marked.

All homework / brain builder should be marked. Any issues or misconceptions reported by parents must be followed up by the teacher.

Teachers' Records

The individual teacher will keep monitoring notes on all pupils as and when necessary. These may take a variety of forms. The teacher will be recording ATTAINMENT and progress.

Monitoring comments and marks will help the teacher to plan for progression.

Mark books are supplied for teachers to use.