



FEEDBACK, MARKING & PRESENTATION POLICY

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims and principles for Marking, feedback and presentation at Gotham Primary School. It also outlines the strategies employed and provides guidance for teachers throughout the school.
- **IT WAS DEVELOPED** in 2000 through a process of consultation with teaching staff
- **POLICY REVIEWED/REVISED/UPDATED** Spring 2011 Autumn 2013 September 2014 September 2016 March 2018 October 2018 September 2019 December 2019

RATIONALE

Marking is a manageable way of tracking learning objectives for individual children on a day-to-day basis. It is a tool for formative assessment and is one of the forms of feedback we use to respond to children's recorded work and provide feedback to children about their progress.

At best, it is done in the presence of the child and accompanied by a verbal response or discussion, and we believe that in the Early Years this is the only meaningful means of giving feedback.

We recognise the importance of teacher intervention and how effective this can be in bringing about improvement.

In order for improvement to be made the child must know the purpose of the learning task, how far it was achieved and then be given help to move closer to the desired goal. Marking should focus on the learning objectives given for the lesson, or things previously taught, and children should be made aware of this focus.

Comments about effort should be made using the Learning Behaviours stickers and annotated to show which kinds of behaviours were exhibited during the lesson.

Next steps in lessons will be given using a coloured dot system. Different next steps will be signified by a particular coloured dot. Staff will not write this in the children's books, they will write the next step on the class board alongside the coloured dot. Children will be given time and support to complete their next steps. This system supports both children and teacher workload.

As children progress through the school and work output increases, for reasons of manageability there are times when distance marking is employed.



AIMS

- To state clearly at the outset what is the purpose of the task.
- To give constructive feedback to children about their recorded work.
- To encourage and praise effort and positive attitude in lessons.
- To celebrate achievement for children of every academic ability.
- To highlight areas for improvement and indicate the next steps necessary to achieve this.
- To reinforce high expectations of standards of work.
- To involve children in the evaluation of their work.
- To mark with consistency throughout school.




Marking and Feedback Procedures Guide

- Marking should be predominantly positive and highlight the good features of the work, but should also include additional steps to improve/correct the work.
- Pedagog stampers will be used to remind children of previously taught skills e.g. using a ruler, joining handwriting, finger spaces and capital letters.
- Marking may take the form of a tick, comment, sticker, merit or house point.
- We do not indicate all errors in a piece of work as we feel that this would have a detrimental effect. However, errors which are not compatible with ARE should be pointed out and worked on. The extent to which this is done rests with the teacher's professional judgement and their knowledge of individual children so that work by children at our school will not be defaced by over-invasive marking.
- Errors in children's work are indicated by a •
- When a child has not met the objective with will be marked with **w**
- When a child has struggled or found a piece of work difficult this will be marked with **s**
- **Spellings** - when correcting spellings useful and appropriate words will be chosen by the marker, and written underneath. The child will write the words correctly along the line.
- **Homework** is marked as appropriate to the task and so as to be manageable to staff.
- **Self- assessment and Peer-assessment** can be used when appropriate. Spellings can only be edited if the partner is 100% sure of the correct spelling of the word.
- Marking for **SEND pupils** - only appropriately simple words for correction will be highlighted.
- If all Maths or English on a page is incorrect write a note explaining that we'll work through this together.
- Teachers should expect all work to be dated.
- Handwriting in all books should be cursive script and neat, and joined as soon as the child is able.
- Teachers should teach handwriting at least once per week in English or phonics books.



- English and Mathematics work will always have a Learning Objective (LO) and the date. The work will be marked towards this LO.
- Within many lessons differentiated steps to success (STS) will be used to challenge children at their own level and to support children's progress through the lesson. These steps will be marked in the same way as Los - tick, w or s
- **Good features of work noticed during a lesson will be ticked in green pen.**
- **Marking completed with the children should be written in GREEN PEN and discussed.**
- Verbal feedback is the most powerful and will be used wherever possible.
- When work is distance marked a BLACK PEN will be used and the corrections written in BLACK. Where children have a pen licence the teacher may distance mark in an alternative colour but not blue, green or red.
- Stampers will be used to show who has supported the work.
- **Children's editing and corrections will be done in blue pen.**
- Learning Behaviours will be recorded with the following code - and rewarded with praise and House Points.



 Excellent	 Good	 Could be better
Attentive / Brave / Curious / Determined / Eager Organised / Proud / Productive / Prompt / Reflective		There needs to be a note as to how the behaviour could be better.
Many of these	One of these	
Annotated	Not annotated	

In years 5 and 6 Pen licences can be earned

Pen Licence Checklist

- All letters correctly formed in cursive style script
- Ascenders/descenders are the correct height/length
- Capital letters are larger than lower case and are ONLY used in the correct place in writing
- Spaces between words are appropriate
- Date is on all work
- All work looks neat
- A ruler is used to underline (when needed)

Pens are not to be used in maths

When the teacher feels a child has earned their pen licence they are to take an example of their writing to the HT who will issue them with a pen, which will be names and give them their licence.



Whole Class Reading

From year 1 to year 6 children will be participating in 'Whole Class Reading' sessions. These sessions will not be formally marked because there is a high level of teacher direction and pair work. Teachers and teaching assistants will be assessing learning throughout the sessions and next steps in learning will be identified through verbal discussions.

Updated December 2019

