



Marking, Feedback and Presentation Policy

Believe, Achieve, Celebrate

Reviewed Sept 2021 by SLT and teaching Staff

Policy on Marking, Feedback and Presentation

Introduction

At Thurnby Lodge Primary Academy, we take a professional approach to marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work and encourage them to value it.
- Boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.
- The main objective of marking and feedback is to help children move on with their learning.
- Give the children a clear picture of how far they have come in their learning, and how they can improve their work in the future.
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- Promote self-assessment, whereby the children recognise their next steps, and are encouraged to accept guidance from others and in turn, edit and improve their learning.
- Share expectations.
- Gauge the children's understanding and identify any misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment for learning that should inform our future lesson planning.

Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should relate to the lesson objective and the child's own personal learning next steps.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not developmentally able to read and respond to written comments, verbal feedback is prioritised.
- Comments should be appropriate to the age and ability of the child and may vary across year groups and within classes. Marking and feedback should be responsive to the child's stage of learning.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly via verbal feedback. We recognise that immediate verbal feedback is a powerful tool in accelerating children's progress.

- Our marking system is constructive and formative. We advocate: **'praise, advice on next steps, more praise'**.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal next steps.
- Teachers will note misconceptions that are made by children and use this to inform future planning.





All marking is to be completed using a **GREEN** pen.

Foundation Stage

Staff will use verbal praise and stickers/star dojos when giving feedback in relation to learning. For recorded learning, next steps are given when appropriate.

Year 1 to Year 6

Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

- All work will be assessed based on the Learning Objective. A  highlights that children have met the Learning Objective and an  means they are working towards. In year 1 a smiley face/unsure face is drawn.
- Ticks are normal where work shows steps to success  and dot where errors have been made. Some spelling errors can be underlined with a  line and 'sp' written in the margin. The child will need to practise these in an appropriate space. Where there are capital letter errors, circle the mistake in green.

The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should be encouraged to be adventurous and take risks and see their 'Marvellous Mistakes' as a deep opportunity to learn.

- When verbal feedback is given **VF** needs to be recorded in the pupil's book with key words to remind the teacher and child of the feedback given e.g. **VF- finger spaces**
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In years 2 – 6, teachers will engage the pupils in marking through the use of the pink cloud. Teachers write in green pen and the pupils respond to the question or task inside the pink cloud: this could address a misconception, extend the pupil's learning or include work towards meeting their target.



- Self - marking and peer marking is a useful tool in developing independent next step and editing skills. Self- marking is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- The teacher will indicate the level of support given to the child either via use of a stamp or tick-box in the learning objective.

It is essential to give children the opportunity to improve their learning based on the teacher marking.

This could be carried out:

- First thing in the morning when the children arrive at school.
- Some children may need to spend some time with a TA or Teacher if they are unable to read comments.
- As a class, or in groups, use a visualiser to ‘mark’ work and identify common errors and areas for development with the children. This links well to peer and self-assessment.
- Peer marking will be taught orally with the teacher mainly modeling how to ‘assess/mark’ a piece of learning with the children’s support and ideas. Children will be taught how to peer mark and what they need to look for.

Presentation

Date:	
Learning Objective:	My teacher thinks... √
Steps to Success • • •	
Challenge:	

- Guidelines should be used for plain paper
- Front covers to be well presented – no doodling at all
- Staff to use Academy handwriting style as far as possible
- No ripping out of pages (unless decided by teacher) no “dog ears”
- Single line to cross out in Literacy and Maths – rubbers used in other subjects at teacher’s discretion
- Pen (no biro) to be encouraged when pupil has neat joined style and has received their pen licence
- Targets and next steps shared with children verbally or visually
- Comments to be related to learning, next steps and child’s targets
- Words/phrases such as “Good”, “Neat work” are not useful or necessary, so should be avoided
- A3 marking codes to be displayed in each class and explained to the children

Monitoring of this Policy

We are aware of the need to monitor and update the Academy's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually.