



Marking, Feedback and Presentation Policy

Believe, Achieve, Celebrate

Reviewed October 2023

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Policy on Marking, Feedback and Presentation

Introduction

At Thurnby Mead 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.

- Ticks are normal where work has met the learning objective  and a dot where errors have been made. A maximum of 3 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.
- 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 or whole class feedback.

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.

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- 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.

Whole class feedback

Whole class feedback is utilised as a tool to maximise children's progress as well as to ensure that marking and feedback does not negatively impact on teacher's workload. At the end of outcome pieces, teachers complete a whole class feedback sheet which is used to support the children in the editing and improving stage of their writing.

KS1:

Thurnby Mead Primary Academy Whole Class feedback Sheet KS1

Common spelling errors:

Work I loved!

Grammar and punctuation that we need to revisit:

Teacher notes (not to be shared with the class):
Adaptations to writing progression document/ children that need further support:

KS2:

Thurnby Mead Primary Academy Whole Class feedback Sheet KS2

Common spelling errors:

Work I loved!

Other common misconceptions:

Grammar and punctuation that we need to revisit:

Presentation:

Teacher notes (not to be shared with the class):
Adaptations to writing progression document/ children that need further support:

Presentation

Long date in all books except maths where the short date should be used.

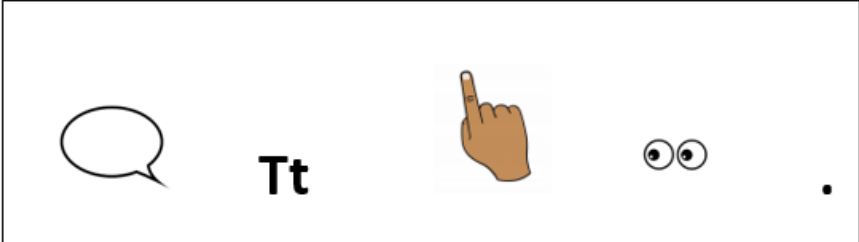
KS1:

Date: Tuesday 19 th September to Monday 25 th September 2023	
Learning Objectives: To compare my life with the life of Walter Tull.	My teacher thinks...

KS2:

Date:	
Learning Objective: To plan my complaint letter.	My teacher thinks...

In some KS1 lessons and for children in KS2 who still require visual objectives, the following support or visuals may be used.

Date: Week Beginning: Monday 25 th September 2023	
Learning Objectives: To write a simple sentence containing 'and' and action verbs ending in 'ing'.	My teacher thinks...
 	

Where you are delivering a practical lesson, the LO strip should indicate this and show in highlighted yellow if there is evidence on SEESAW. If there are two or more practical lessons in a unit of work in years 1-6, photographic evidence should be included in the book for at least one lesson. Pupil reflection on photos should be used on a post-it note. Children should be encouraged to stick LOs and photos in their own books in years 1-6.

Date:	
Learning Objective: To role-play with an audible voice and audience eye-contact. Practical lesson - SEESAW	My teacher thinks

- 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 at the discretion of the class teacher.
- 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
- Absent children should have an LO strip/worksheet stuck into their books to show work missed

Editing and improving:

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At Thurnby Mead, we recognise and value the importance and editing and improving work- especially writing. Therefore, children are taught to edit, improve and re-draft their writing at least once a half term. Purple Polishing Pens are used in years 2 -6 to allow children to independently edit and improve their work. In the summer term of year 1, children begin to learn how to use a pupil polishing pen with the support of the teacher or TA. Writing is marked using whole class feedback and more independent editing is used to increase the children's independence in their writing throughout the Spring and Summer terms.

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.