



Marking, Feedback
and
Presentation Policy
Of
Queenborough School
And
Nursery



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Adopted by the Headteacher

Queenborough School & Nursery Marking, Feedback and Presentation Policy

Policy Statement:

At Queenborough School and Nursery, we recognise the need for timely and effective feedback; however, in the past, marking has taken a great deal of the teachers' time whilst not necessarily being very effective. At our school, we have found ways to **maximise its effectiveness**, whilst cutting the time it takes teachers - to lessen workload and encourage staff well-being. The purpose of marking is now not to simply show the child or parents that the work has been seen, or to praise or report on the child's errors. Instead marking now aims to promote a 'closing of the gap' between the child's previous knowledge and what they have learnt in order to accelerate progress.

Teacher's marking:

Teacher's marking should be a positive learning experience for children, so that in many cases:

- a) They feel their efforts and achievements have been valued.
- b) It helps them **identify what they have done well**, through **specific comments** and praise.
- c) It recognises effort as well as achievement, and should be considered within the **context** of the child's abilities and attributes.
- d) It should help the children identify the next steps in their learning.
- e) It should welcome a response that furthers the child's learning and addresses misconceptions.

"Effective feedback is feedback that causes thinking to take place." (Perfect Assessment. Gadsby. 2012).

It is the responsibility of teachers to ensure that **children feel comfortable making mistakes** as they are learning. This should be promoted as part of the classroom ethos which underpins the children's attitude to marking. Furthermore, teachers must give time during lessons to allow children to respond thoughtfully to the marking and feedback by responding to next steps and editing their work according and, where possible, before completing their next piece of work.

Principles:

Teachers' marking of work should be both regular and frequent and demonstrate that the teacher is monitoring the pupil's work. Marking and feedback should be predominantly constructive rather than negative and should aim to develop a pupil's

confidence. Pupils must be able to understand the marking and know how to improve their work in the future where necessary. Teachers should mark against the learning objectives and this will help to identify a child's progress and diagnose problems and needs. Marking will inform the teacher of individual needs, as well as whole class trends, when planning for future learning. Children are given frequent opportunities to respond to marking comments.

Children's marking:

Feedback is deemed most effective when it is an **active process** that heavily requires the involvement of the child.

Therefore, children are taught to mark their own work, as facilitated by the teacher, and attempt to correct their own mistakes and address misconceptions, building on the philosophy that mistakes are vital to the learning process.

Children are given the opportunity to develop strategies that enable them to give **constructive feedback** to their peers, thus engaging them in an active thought process.

Finally, children are expected to **respond to marking** and see this as an opportunity to further their learning. Response to marking in KS1 is in pencil, while in KS2 children respond in green pen.

Statutory Requirement:

Teaching Standard Six states:

Make accurate and productive use of Assessment

- Give regular feedback, both orally and through accurate marking, and to encourage pupils to respond to the feedback.

Agreed Approaches:

Highlighting:

In order to show the children their areas of success and those for improvement we use highlighting in core subjects. This gives an instant visual reference to children and an opportunity for them to correct and improve their work and understanding.

We will use two colours: Perfect Pink and Green for Growth, The teacher will highlight the successes (pink) and the improvements (green). Children must be allowed time to reflect and correct this work. Highlighting will again reflect objectives and success criteria, with occasional use for general corrections e.g. capital letters. Highlighting only takes place **when it is relevant**. The child may need to discuss these with their class teacher in order to understand the problem.

Individual marking comments:

When deemed appropriate by the teacher, a more traditional approach to marking might be adopted. This consists of a smily face, and should list brief points of success e.g. characterisation. These should be relevant to the objective and success criteria. This should be completed using a black pen.

Beneath the star the teacher will write a comment or question to extend or reinforce the learning that has taken place in that lesson. Again, these should be related to the objective and success criteria. This should be completed using a purple pen

A coloured dot:

For the majority of marking, a coloured dot is drawn under a piece of work to represent a comment. In KS1, there are three colours and children are aware of what each colour dot represents.

- Blue dot represents if a child has met the learning objective
- Yellow means the child has met the learning objective but with a few areas for improvement
- Green means the child needs to talk to the teacher. This can be to share their work or for additional support.

Alongside verbal comments and next steps to learning, these provide KS1 children with instant feedback that they understand.

For KS2 children, work is also marked with a coloured dot which represents a comment linked to the success criteria and a 'next step star' for their response to marking. The number of different coloured dots used depends on the different trends seen by the teacher. Teachers may decide which colour dot they would like to use for each piece of work but should keep a record of the colours to help them recognise trends.

Each colour used will mean a different comment and next step for their response to marking (R2M) comment, which are shared with the children before completing the next piece of work.

In cold tasks, coloured dots could be used to set targets. The children could also experiment with self or peer-assessment using dots.

Marking symbols for Key Stage One:

In order for our younger pupils to access marking we have a set of marking symbols to support the children's understanding. These symbols will be recorded below the piece of work. Teachers will explain the symbols to the children so that they know what they mean and have them on show in KS1 classrooms. Please see Appendix One.

Guided Group Work:

Guided groups receive oral feedback and participate in peer and self-assessment during the session. Therefore, the marking in these books can be done during the session by the children or their peers and all that is needed to be recorded in books is a smiley face and 'GGW, Oral feedback given,' to indicate it was a Guided Group Work session.

All members of staff should give a clear indication of the level of support given to the child in completing the work by writing in the margin:

I = Independent

SS = Some Support

S = Supported plus supporting comments.

Implementation:

All teaching staff are responsible for the implementation of the marking policy. Marking will focus on the achievement, or otherwise of the learning intention and will encourage high standards of presentation in the child.

Teachers may decide to mark a piece of work alongside the child. This is effective when:

- Teachers agree next steps and individual targets with the child and he/she becomes involved in setting his/her own targets
- Specific advice for improvement is given
- Teachers follow up agreed targets with the child to evaluate progress
- It gives children the opportunity to comment on their work as it is marked
- It involves dialogue between teacher and child
- It provides individual or group strategies for improvement.

Distance marking occurs after the lesson. This is effective when:

- Symbols are used and understood by both teachers and children particularly for our younger pupils.
- Sufficient R2M time (Respond to Marking) is given to enable children to read and respond to written comments and to make improvements from the prompts that the teacher provides
- Comments are clear and the language is accessible
- Specific strategies for improvement are given

The role of the Teaching Assistant, Supply Staff and Students:

Teaching Assistants play a vital role in assessing the children's knowledge and understanding. Their knowledge of a child is extremely beneficial for teachers in order to understand what the children can do and plan for next steps in learning for progression. Therefore we do expect Teaching Assistants to mark the work of the children with whom they are directed to work. Where a Teaching Assistant/ member of supply staff or a student is directed to work with a group or individual children, written comments should be recorded to inform the class teacher of a pupil's ability to work independently and successfully at set tasks. This should happen even if the children have been doing a practical activity and no work has been recorded. Lesson plenary time could be used to do this or it could be done during lessons when focused group work is taking place. A response may be written at the end of a piece of work if the Teaching Assistant feels it necessary (e.g. Fantastic!) Marking should consist of a simple comment to state whether the child met the learning objective. All staff other than the child's Class Teacher should initial their marking.

Presentation of Work:

At Queenborough School and Nursery, we understand the importance of high expectations in terms of the presentation and neatness of pupils' work. All teachers reinforce and model correct presentation particularly at the start of each term.

As a result teachers will ensure:

- They have high expectations of all pupils.
- All work is dated and titled from Year One. In Year R, teachers will date and title pieces of work prior to the lesson. More able pupils should be encouraged to begin to write the date towards the end of Year R.
- In Key Stage One, incorrect work is highlighted by placing brackets at the beginning and end of the error. In lower Key Stage Two, pupils cross through their errors with a single line using a ruler. In Upper Key Stage Two, children may use rubbers to eradicate errors. Jottings in Numeracy, even incorrect ones should not be rubbed out as they are valuable evidence of the children's understanding. If working in pen, children must draw a line through the error in pencil. We do not use ink erasers.
- Pencils are sharpened before the lesson.
- Children use a ruler to draw all lines.
- All completed work will be underlined (leave a line, draw a line) unless it is the last line of a page.
- Work for display is presented to the best of pupils' ability.
- Word processing is used where appropriate for presentation purposes.

In English:

- Write the date in full on the right hand side and underline it.
- Write a title for the piece of work - this should not be the learning intention.
- Use space on paper economically - try not to waste paper.
- Write answers in sentences unless specified otherwise by the teacher.
- Draw a line with a ruler at the end of the exercise before starting new work (leave a line, draw a line).

In Mathematics:

- All pages will be margined using a ruler.
- The date will be written in figures on the left hand side, which is underlined.
- Children will write directly in the squares and leave a space between each sum/answer.
- KS2 - Use space on paper economically by dividing the page in half and using both sections, where appropriate. Children do need to be taught to recognise when and where this is not appropriate - e.g. when drawing a graph or table.
- Draw a line with a ruler at the end of a piece of work before starting new work.
- All children use a sharp pencil.
- The date is written in short form.

In Science:

- All diagrams will be drawn using a ruler, in pencil.
- If the child normally writes in pen, labels should also be written in pen.

Book Covers:

All book covers should have a printed label with the child's full name, class, year group, subject and book number. This should be in the school's cursive script. The books should have plastic book covers to protect them from damage.

Handwriting:

We use the cursive script from Foundation Stage to help establish correct letter formation. When teachers are satisfied formation of individual letters has been established, joint script is introduced in order to provide a progressive and consistent approach to handwriting.

Pupils are encouraged to leave appropriate spaces between words and, if writing on lines, position letters appropriately. They are encouraged to write legibly and be consistent in their writing style. Teachers will model good practice in handwriting

and presentation of work and ensure writing skills and layout techniques are transferred into other writing activities.

Pupils may start to use pens once their writing is of an acceptable standard. Class Teachers will liaise with members of the SLT if they are unsure whether a child is ready to use a pen. It is our expectation that children working in upper Key Stage 2 will progress to pens as soon as possible. Only blue pens provided by the school will be used.

Equal Opportunities:

All marking will be accessible to all children.




Monitoring, Assessment and Evaluation:

The standard and quality of marking and presentation will be monitored by the Senior Management Team and subject leaders through sampling of children's work.




The work will be reviewed in relation to the policy to assess:

- Consistency throughout the school
- Positive and supportive nature of comments
- Effects of the policy on the children's work
- Children's opportunities to respond to marking
- By talking to the children, subject leaders will be able to ascertain the extent to which they are aware of the purposes of marking and what is expected of them by their teacher/school.

Appendix One:

Key Stage One Marking Symbols	
	Full stops
ABC	Capital letter
abc	Join your writing
<i>abc</i>	Write on the line
sp → <u>thay</u> → they	Spelling
MW → The dog _____ along the	Missing word
	Finger spaces
	Difficult to read

Marking Symbols

-  I have met my objective.
-  I have met my objective but I have made a few silly mistakes.
-  I need to go and see Mrs Tomlin or Miss Gregory.