



# Thaxted Primary School

# Marking, Feedback & Presentation Policy

<b>Policy Date:</b> Spring 2022	<b>Review Date:</b> Spring 2024	<b>Responsible Person:</b> Headteacher <b>In Conjunction with:</b> Senior Leadership Team
<b>Other Policies to be read in conjunction with this policy:</b>		Homework Policy

## 1. Rationale

We provide constructive feedback to children, focusing on successes and improvement needs against Learning Objectives, whilst also maintaining high standards of presentation, so that children become reflective learners and close the gap between what they can currently do and what we would like them to be able to do. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback, as well as our expectations for presentation in books. All members of staff are expected to be familiar with the policy and apply it consistently.

## 2. Aims

At Thaxted Primary School we aim for our marking and feedback to:

- Be manageable for teachers and accessible to children;
- Relate to the Learning Objective / curricular targets and comment on previous attainment;
- Be written in neat handwriting in line with our school policy.
- Give recognition and praise for achievement and clear strategies – 'next steps' – for improvement;
- Respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- Inform future planning and group target-setting;
- Use consistent codes across the school—see 'Marking Key' below;
- Ultimately be seen by children as a positive approach to improving their learning.

At Thaxted Primary School we aim for our presentation to be of a consistently high standard across the school, reflecting our School Principles and our Lifelong Learning Skills.

## 3. Organisation

### Verbal Feedback

Teachers regularly speak to children about how they have met the learning objective, and question them about a specific part of the work, to correct or extend. The work will then be ticked and initialled with **VF** for verbal feedback or



meaning 'Come and speak to an adult about your work'.

Children of all ages need verbal feedback but this is particularly important in EYFS and KS1 where children may be unable to read a written comment.


### Written Feedback

Children's work is marked clearly in pen. Where a child has shown evidence of meeting Learning Outcomes, a pink highlighter may be used to highlight the positive aspects of the work (to demonstrate that the teacher is 'tickled pink'). Where a child has made mistakes or needs to further improve their work, a green pen or highlighter may be used ('green for growth') to identify this area. Children respond to marking comments and complete all editing in a blue 'Polishing Pen'.

**Written marking 1: Summative** – This usually consists of ticks and crosses and is associated with closed tasks or exercises where the answer is either right or wrong. Once in KS2 this is often done by the child or a peer.

**Written marking 2: Formative** – This can range in detail from an acknowledgement to a deeper level of attention, which is known as ‘Quality Marking’.

**Quality Marking** is used when a child has done a substantial piece of work that is to be marked away from them, focusing on both successes against the Learning Objective and improvement needs.

- The entire piece of work is read.
- Examples of where the child has met the learning objective are highlighted in pink (tickled pink).
- Some aspects of the work which could be improved are noted in green (green for growth). The next steps symbol is used to show the children that this comment is related to the ‘next steps’ in their learning. 
- The teachers complete a ‘whole class feedback’ sheet. On here they note key achievements and children to praise as well as key misconception or mistakes being made by groups or individual children.
- In KS2 these notes may be transferred to a powerpoint slide where the key notes will be shared with the whole class in the following lesson

See further guidance on how this feedback progresses as the children move from EYFA to KS1 and then on to KS2, in Appendix 1-Marking Guidance.

### **Self-marking and evaluation of learning**

When appropriate the Learning Objectives are displayed and recorded in the children’s work. As appropriate to the lesson, children may be asked to:

- Mark next to the Learning Objective whether they feel they have met the objective or not, based on the Learning Outcome for the lesson. For examples, children may be given the opportunity to draw a ‘Learning Pit’ to demonstrate where they are with their learning now.



- Check for things that *they know are wrong* in their work when they read it through, noting any key words which they have misspelled and copied correctly three times.
- Identify their own main success and look for an improvement point.
- Analyse their learning and demonstrate it in the Plenary.

Children in KS1 will be taught how to do this.

### **Shared Marking**

The marking process can be modelled with the class through the use of a piece of work from an unnamed child, displayed on the white board, using the visualiser or ipad ‘mirroring’.

### **Paired Marking in KS2**

- Children are trained to do this through modelling with the whole class, watching the paired marking in action.
- Children are encouraged to point out up to three things that they like first and then suggest a way to

improve the piece but only against the Learning Objective/Success Criteria. This 3:1 success to improvement ratio should be followed to avoid over criticism. E.g. Up to 3 stars and a wish.

- As much as possible, pairings are of a similar ability to each other.
- A dialogue between the children is encouraged rather than one child being the 'teacher'.

In KS1 and KS2, all self-marking, editing and responding to marking should be done in the child's blue 'Polishing Pen'.

#### 4. Teaching and Learning

In order to maintain high standards of presentation, class teachers ensure that children adhere to the following expectations which are displayed in the classrooms as non-negotiables (see appendix 3)

- We expect the children to use and practice the handwriting rules taught e.g. correct use of joiners, upright style, correct sizing of lower case and capitals, ascenders below the line etc.
- Children with particular difficulties in this area have their needs taken into account—e.g. pencil grips where needed; support to practice etc.
- School pencils should be used for all Maths work, diagrams and for most class work.
- Year 3 onwards use black handwriting pens for handwriting practice, and most writing including best work. They will then be awarded a black handwriting pen and allowed to use pen within their written books when the teacher feels they are ready and handwriting is neatly joined all of the time.
- The children should name their work carefully and neatly in pencil.
- Children are not allowed to deface exercise books or line guides in any way.
- Lined paper can be useful at times but should not be used for presentation where line guides help the children to produce a better finished product.
- Line guides use should be taught and used for display and special work—our school line-guides guide above and below the letters to match handwriting books—the size of these should be differentiated depending on the child.
- **Date** should be written first (close to the left of the page/margin)
- **Title** should be written underneath the date (close to the left of the page/margin)
- In **maths books**, children are expected to:
  - Use short date;
  - Underline title;
  - Always use rulers;
  - Rule margins of 2 squares and put one digit in each square;
  - When setting out calculations, divide/fold the page in half to create two columns, working down one column then the other before turning over;
  - Rule off after a piece of work and begin underneath rather than wasting paper by starting a new page.
- For **written** work, children are expected to:
  - Underline title and long date;
  - Rule off rather than start new page;
  - Draw margins with a ruler.
- Any illustrations drawn by the children should show care, patience and good pencil control, as this adds to the quality of their art work.

## 5. Cross-curricular Links

Our high expectations for presentation are extended across the curriculum.

Marking and feedback in the foundation subjects is as follows:

- Science – Verbal, Summative and Formative feedback as appropriate.
- Computing – Mostly verbal feedback, usually given while the child is working.
- History, Geography, RE, PSHE, MFL – Verbal, Summative and Formative feedback as appropriate.
- Art & Design, D&T and Music – Mostly Verbal feedback whilst the child is working or Formative at the end of a piece of work.
- PE – Mostly Verbal feedback or Peer feedback, usually given while the child is working.