



**Branscombe CE Primary School, Broadhembury CE Primary School and
Farway CE Primary School**

Feedback, Marking and Presentation Policy

Responsible for review	
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Due for review: Summer	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2015			
2017			
2019			

Rationale

Marking is a significant form of communication between the child and the audience. It is an acknowledgement of the achievements of the individual child and should be used to encourage. It is also a fundamental aid to formative assessment informing both teacher and pupil of areas for development.

***If children live with encouragement, they learn confidence.
If children live with praise, they learn to appreciate.***

Aim

To provide a common understanding of the kind of feedback and marking we wish to deliver within The Jubilee Federation.

Why do we mark children's work?

To help teachers to monitor children's progress and to provide them with the opportunity to collect evidence that can support their assessment of the pupils' development and progress as well as future needs.

To provide helpful feedback to children so that:

- They have a measure of the quality of their work and achievements based on the teacher's knowledge of the individual's ability and the focus of the task.
- Their achievements are recognised, thus giving encouragement and building confidence.
- They have an understanding of how successfully they are working towards their Literacy and Numeracy objectives, thus ensuring their next steps in learning are clear.

Guidelines

- Feedback should be fair, sensitive and consistent.
- Feedback should be positive and constructive, seeking a way forward in learning for the pupil. Opportunities should be taken, however, to indicate weaknesses and areas for improvement. In general there should be a balance between positive comments and developmental ones.
- Feedback, written or oral, should be undertaken as soon as possible after the work is completed.
- Feedback should, wherever possible, be given with the child present and used as a starting point for discussion with the child.
- Feedback should enable pupils to take more control of their own learning.
- Time should be given to allow children to reflect on their work and on the feedback given.
- Feedback, should wherever possible, be linked to the learning objective which has been shared with the children.
- Feedback should address both new and prior learning.
- Feedback should be positive and informative and appropriate to the task.

Strategy for implementation

It is important to remember that **all** work should be acknowledged (including homework, question of the week etc.), although not all work will be marked in depth. Marking should generally be carried out by the class teacher, however, in some cases work may be corrected on a class basis or by a teaching assistant. **When this occurs the teacher must acknowledge on the paper that he/she has also seen the work.** In some cases, particularly towards the end of Key Stage 2 children may work together to correct and challenge each other as learning partners. **Teachers will, therefore, use their professional judgement to select the appropriate strategies according to the learning objectives, assessment needs, target progression information and evidence requirements of assessment.**

- The 'differentiated' learning objective is always written as a title to the work – either by the pupil (if old enough to be time efficient) or printed by the teacher and stuck in by the child.
- A particularly successful piece of work may be awarded team points in line with the school reward system.
- Written feedback should always be in ink (not red and not the same colour as the child's pen), taking care that it is clearly visible and identifiable as an adult's mark.
- When giving written feedback it is important to indicate whether work was independent or with support from teacher, TA etc (*see notes below for key*).
- Wherever possible feedback should be given orally particularly in the Early Years where tasks are not as frequently recorded in exercise books and children will be less able to read comments recorded by the class teacher. It should be recorded when oral feedback has been given e.g. 'we talked about.....'.
- Foundation stage work will be marked to correspond with the Foundation Stage Profile.
- Feedback will relate to the child's progress against the learning objectives, which will have been shared with the pupils, or to the child's group.
- When giving positive feedback an explanation is still given e.g. 'great use of words to build up tension here'.
- Whilst marking remains celebratory, children are advised if necessary, what they must do to improve their work. Feedback can identify specific areas for attention, appropriate to the child's level and stage of development.
- Good marking practice will give pupils further prompts to be completed. For pupils who still need to consolidate then further similar questions/sentences will be given. For pupils who have achieved an objective then a challenge for the next step will be given. Questions given in marking should not require yes/no answers they should be 'task driven' e.g. 'were you able to explain how you completed this?', becomes 'Please write a paragraph explaining how you solved the investigation'. Time **must** be given for these each day **and these should also be marked**.
- Names of children requiring further support in their learning or who have exceeded expectations and require challenge, are noted on the annotated planning, and this is adjusted accordingly.
- When there are good examples of an assessment focus, whether writing, reading or maths in any subject, this could be indicated in the marking to support assessment.

Marking of Spelling and Punctuation Errors

The focus of marking should be on work linked to the learning objective. However, spelling and punctuation errors should also be highlighted to an appropriate level without becoming the dominant feature of the marking.





- Depending on the age of the child key spellings/punctuation rules should be highlighted and commented on at the end of the work.

- Up to three spelling/complex punctuation errors should be underlined and corrected by the child in their 'Responses' section.
- Children correct spellings using the Look, Cover, Write, Check method.
- The focus for these should be spelling patterns and rules that are currently being taught or on key spellings.





Learning Objectives (taken from Outstanding Formative Assessment – Shirley Clarke)

- Learning Objectives are the starting point for *planning*, however, the starting point of a *lesson*, is often to capture interest first before the learning objective is made clear.
- The learning objective should be broken down into mini-goals, commonly known as *success criteria*.
- The learning objective should spell out a *skill* or *knowledge*, without including the context within which the skills will be taught. So '*learning to write a set of instructions about making a sandwich*' should be '*learning to write instructions*'. This is so that the success criteria can be process based, not content based and so that children realise that the skills are transferrable.
- At times there may be two learning objectives – the *knowledge* you want the pupils to acquire and the *skill* they will use when acquiring the knowledge or applying it. In this instance it is the *skill* that would be broken down into success criteria e.g.
 - To know the events of World War 2 + **To be able to write a diary (context: an evacuee)**
 - To know the names of the key parts of a plant + **To be able to label diagrams (context: a flower)**
 - To know properties of 3D shapes + **To be able to use a Venn diagram**
- The learning objective should be referred back to at various points in the lesson and children should be asked to explain how far they feel they have met it.
- The learning objective should be at the top of each piece of work, however, please consider the best use of time – it may be better, particularly for younger children, for the teacher to prepare objective slips to be stuck in rather than children write them out for themselves.

Feedback Codes to be used across the Jubilee Federation are as follows:





Feedback Codes	
✓	Implies work is of an adequate standard and meets the learning objectives identified
Sp	Indicates an incorrect spelling (see section above)
	oral feedback was given regarding this work (following by summary of discussion)
 Or TP	Team Point awarded
	Something to think about
	Please look at this (could then be followed by FS (full stops), CL (Capital letter), Sp (Spellings) etc
Highlights can also be used BY THE TEACHER – ‘think pink’ and ‘blue good for you’	

How you were learning today	
I	Independent learning
P	Learning with a partner
G	Learning with a group (If an adult also worked with group the initials are also added)
S - T	Learning with Support from a Teacher (add initials)
S - TA	Learning with Support from a TA (add initials)
S - S	Learning with Support from a Supply teacher (add initials)
S - V	Learning with Support from a Volunteer (add initials)

Look what your teacher noticed	
	To indicate objectives that have been achieved and an explanation given about why they were successful
	Next steps KS1
	Next steps KS2
	You demonstrated a learning power - ...

Pupil Self Assessment / Peer Marking

The following may be used by the children to indicate understanding. Children must be encouraged to present these symbols appropriately under their written work.

	I am stuck
	I have some understanding but I still have a lot to learn
	I understand in my own head but can't share or explain to anyone else
	I can teach to someone else to show my secure understanding
When the children's ability allows they should be asked to write a sentence to accompany their symbol to clarify the reasons behind their choice.	

Children can also self assess by underlining work with a **coloured pencil and ruler** to demonstrate the parts of their work that they are proud of and how the learning objective has been met.

Approaches no longer used within the federation

Following a book scrutiny taken by the governing body and headteacher in the preparation of this policy the following approaches should no longer be used within the federation

- stamps will no longer be used as they are often difficult to read and go through to the next page
- response pens will no longer be used as they can lead to untidy presentation – instead responses and corrections will be set out clearly underneath the previous lesson's marking
- 3 Stars and a Wish approaches will not be used as the amount of positive and next step marking should take account of the teacher's professional knowledge and understanding of the child.

Presentation

Across the federation the following expectations are to be implemented for the presentation of children's work:

- At the start of each lesson the learning objective should be stuck into the child's book or children write it at the beginning of the work. If handwritten this should be underlined with a ruler.
- The date should also be written and underlined with a ruler.
- Pens can only be used by the children if Mrs Gray has presented them with a pen licence. Pens used should be black ink or gel pen, not biro.
- A unit of work should be chronological and in literacy should start with the 'yellow' elicitation task and end with the green/blue 'invent' task.

- Rubbers should not be used by the children – instead a single pencil line (with a ruler) should be drawn through the mistake. This is neater and also shows teachers what the initial mistake had been.
- There should be no scribbling or crossing out.
- Felt tips should never be used for a pupil's work unless a very specific art task – such as graphics based design.
- When children are given time to respond to teacher's marking they should write a title 'Responses' and underline this with a ruler (Key stage 1 children could just write a capital 'R' and underline, if writing is slower).