

BENTON DENE PRIMARY

Marking, Presentation & Feedback Policy

**Policy Reviewed: September 2016
By Miss Lawrence**



BENTON DENE PRIMARY SCHOOL

MARKING, PRESENTATION AND FEEDBACK POLICY

1. INTRODUCTION

The marking, presentation and feedback policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning.

Throughout the school, practice is consistent and in line with the overall policy on assessment, recording and reporting.

At Benton Dene Primary School we believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

2. POLICY PRINCIPLES

Marking and feedback should:

Relate to learning objectives and success criteria, which must be shared with children.

Include and involve all adults working with children in the classroom.

Give children continuous opportunities to become aware of and reflect upon their learning needs.

Give recognition and appropriate praise for achievement.

Give clear, unambiguous strategies for improvement.

Inform future planning and individual target setting.

Be consistent throughout the school, with set codes and strategies in place.

Be underpinned by the confidence that every pupil can improve.

Be seen by children as a positive means to improving their learning.

3. POLICY AIMS

We recognise that marking and feedback are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback are effective and empower the learner we aim to:

Establish opportunities for prompt and regular written or spoken feedback with children as part of our daily routine.

Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.

Ensure that children are encouraged to comment on, edit and evaluate their work before handing it in or discussing it with the teacher.

Ensure children are praised when they focus their comments on the learning objectives for the task.

Ensure that teachers provide constructive suggestions about the ways in which the child might improve his / her work.

Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.

Ensure that teachers are selective in the aspects they choose to comment on.

Ensure that teachers recognise effort as well as quality.

Ensure that teachers use the information gained through marking, together with other information to inform future teaching plans and consider against Target Tracker statements when assessing individual capabilities.

Provide children with time to act on the feedback they are given.

4. STRATEGIES

We recognise that many strategies need to be used on a daily basis to enable teachers to move learning forward. At Benton Dene Primary we have decided to use a combination of the following strategies to enhance the teaching and learning:

Verbal Feedback

Sometimes feedback may take the form of dialogue between teacher and pupil.

Written Feedback

Marking codes are used consistently to help the children to respond to the feedback independently.

Children are given time to read marking prior to starting their next piece of work, and respond to suggestions for improvement.

In EYFS classes, marking is usually carried out with the child.

In KS1 classes, highlighting will usually indicate to the child what they have and have not done well.

Acknowledgement Codes

The following codes are added to pieces of work to indicate the nature of the work, and where verbal feedback has been given.

G for guided group work.

VF for verbal feedback.

I Independent

T Target work

SM Self marking

PM Peer marking

Self/Peer Marking

Children will self-mark some activities or work will be marked as a class or in groups. Children will use a coloured pencil to self-mark.

Paired Response

Children discuss their findings, thoughts, ideas or answers together before giving a response.

Spellings

All children will be required to 'dot' underneath tricky spellings to prevent them losing the flow of their written work.

Where spelling errors require correction, "sp" is written beside the word and the error is underlined.

Although children may make several spelling mistakes in one piece of work, teachers should limit their focus on to one or two spellings to encourage the child to correct these and think about the spelling pattern. These will be a focus in marking comments and will require follow up work from the child.

It is not effective to correct every word or sentence for some pupils. We try to correct common patterns of misspelling and age appropriate core vocabulary.

Mathematics

Correct responses are single ticked.

Incorrect answers will be starred, which signifies "correction required."

Correction and review time is given at the beginning of each lesson.

Where appropriate, teachers may scaffold a correction, give a further example or extend learning with a challenge.

Marking of Core and Foundation Subjects within the National Curriculum

High expectations of presentation, grammar, punctuation and spelling are applied to all subjects. (Appendix 3: presentation guidelines)

Teacher comments relate to the learning objective and should consider core targets, abilities and Target Tracker statement requirements.

Comments and discussion alongside the pupil in lessons are annotated with a VF code.

Feedback will take the form of positive comments and areas for improvement.

Quality (Focus) Marking

At least one piece of work per week will be focus marked.

This takes the form of:

highlighting (in KS1) or double ticking in KS2, where the child has met the learning objective or where expectations have been exceeded.

a star indicates where improvement can be made

teacher comments show where learning objectives have been met and give the next step for learning. These may take the form of reminder prompts, scaffold prompts or example prompts.

marking /feedback codes are displayed in each classroom for reference (Appendix 1)

5. ORGANISATION AND PRACTICE

At Benton Dene Primary, we have agreed to:

ensure that children are always provided with success criteria, which is related to the learning objective, so that they are clear about learning expectations.

use a variety of marking and feedback strategies to develop pupils' own self-evaluation.

continuously model good practice in marking to children

provide feedback (verbal, written or through exemplification)

complete marking which is accessible to children

provide feedback comments appropriate to the age and ability of the child

consistently use the coded marking system

ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions

When marking, teachers at Benton Dene Primary will:

use a contrasting coloured pen to the children's pen

use handwriting following the school's agreed script

highlight or double tick to identify successes

star to identify areas of development and improvement

mark work as and when it is completed, and not backdated

comment on spelling, punctuation and grammar wherever appropriate

6. Peer and Self-Assessment

The use of peer and self-assessment forms a regular feature of learning in each classroom. When giving feedback, pupils should follow the guidelines modelled by teachers and be encouraged to offer positive comments and an area for improvement according to the school marking code.

AFL strategies (including thumbs up or traffic lights) may be used by pupils to demonstrate levels of success as a self- or peer- assessment.

With practice, children will become familiar and increasingly competent in the process of self-evaluation/peer assessment.

At the end of a block/unit of work, children may be asked to self-assess against success criteria using a traffic light system or through a post unit assessment.

7. MONITORING AND EVALUATION

Marking and feedback will be reviewed as a part of wider book scrutinies by the Senior Management Team. Consistency in application of this policy will result in greater clarity amongst children and parents concerning achievements and progress in lessons.

8. EQUAL OPPORTUNITIES

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

Appendix 1

Marking Codes used at Benton Dene Primary

<i>G</i>	Guided Work
<i>I</i>	Independent Work
<i>PM</i>	Peer Marking
<i>SM</i>	Self Marking
<i>VF</i>	Verbal Feedback given
<i>Sp</i>	Spelling Error
<i>?</i>	Meaning Unclear
<i>Lc</i>	Lower Case Letter needed
<i>CL</i>	Capital Letter needed
<i>O</i>	Punctuation Error
<i>//</i>	New Paragraph required
<i>*</i>	Correction / improvement required
<i>√√</i> (or highlight)	Met Lesson Objective or Success Criteria
<i>^</i>	Missing word
<i>T</i>	Work addressing current individual target
<i>APP</i>	Assessed pupil work
<i>HP</i>	House point
<i>G4G</i>	Going for Gold (mastery)
<i>II</i>	Immediate Intervention

Appendix 2: Presentation

Date all work.

Use the **short date** (e.g. 12.09.91) in KS1 and KS2 maths and science. In Y2 & KS2 use **long date** (e.g. Monday 12th September 2091) for other subjects.

Name, Title and Date is always underlined.

Date to be on the left hand side.

As children begin to use headings and sub-headings these must be underlined with a ruler.

In KS2 the last piece of work should be underlined with a ruler.

For children learning correct letter formation and the joining of letters the **school** script should be taught. (Handbooks/support materials are available).

Once joined script has been successfully achieved, pens will be used at the teachers' discretion.

Black pen is used in school.

Correct use of margins should be taught and encouraged.

Diagrams should be drawn in pencil and lines to labels should be drawn with a ruler in pencil (unless directed otherwise by the teacher). Arrows should only be used for direction.

Mathematics work should be completed in pencil.

Children should be encouraged to acknowledge and respond to the teacher's comments.

Homework is expected to follow the same presentation rules as classwork.

Teacher-made resources (including ICT resources) should, wherever possible, use the school font (XCCW Joined 16a).