



Cheam Fields Primary School

Marking, Feedback and Presentation Policy

Date: Spring 2016

Review: Summer 2019

Why do we mark?

Providing feedback that leads to children recognising their next steps in learning and how to take them is a key characteristic of assessment for learning. Marking is an essential element in helping pupils improve. It is also a powerful and useful diagnostic record of achievement for each pupil, which when constructive can have a profound influence on the motivation and self esteem of pupils.

Marking and feedback is most effective if it focuses on the learning objective and is given regularly while still relevant.

Purpose

Our marking, feedback and presentation policy will:

- Be consistent and in line with the overall policy on assessment through the school
- Provide specific, positive feedback to pupils about what they have achieved and what they need to do next
- Provide pupils with opportunities to assess their own and other's work and give feedback to one another
- Help pupils feel positive about what they have achieved so far and motivate them to further effort
- Enable pupils to learn through their mistakes
- Enable teachers to use feedback for learning in order to adjust future planning
- Enable teachers to make judgements about pupil attainment
- Enable teachers to write relevant and informed comments about pupils achievement in the end of year reports
- Promote high expectations of progress linked to learning objectives
- Recognise, encourage and reward pupils' effort and progress
- Provide a record of pupils' progress
- Help parents understand strengths and weaknesses in their child's work

Guidelines for marking, feedback and presentation

- **All work will be acknowledged promptly and regularly in all subjects including guided reading**
- At least weekly work will be marked diagnostically with suggested next steps
- The children will be given time to respond to advice and next steps
- Marking will focus on the success criteria
- Marking will be legible, providing the children with a good model to follow
- The marking key will be displayed and followed in all classrooms
- Marking will be personalised, wherever possible
- Each piece of work will be dated and titled; reflecting the learning objective
- Verbal feedback or learning conversations need to be annotated on children's work. Verbal feedback will be used in this instance with comment 'great you've got this now'
- The marking policy will be reviewed regularly making sure new members of staff understand it so that practice can continue to reflect school policy

Marking and Presentation procedures

All teachers will:

- Identify on planning which children are to be in the guided group
- Explain to their pupils what they are expected to achieve and how it will be assessed
- Mark promptly and regularly in all subjects
- Correct spellings and punctuation in every lesson in line with the marking key
- Relate marking for the guided group to the success criteria indicating what each pupil has achieved and what they need to do next in order to improve
- In Maths, give children a next step challenge, a calculation to try which might consolidate or challenge understanding
- Display marking key in their classroom and explain it to pupils
- Demonstrate how to edit a piece of work and encourage their pupils to edit their own work
- Refer to examples of effective marking if ever unsure of how to give written feedback
- Give example prompts to help their children understand next step marking
- Ensure improvements made by pupils are recognised in future marking
- Repeat next steps in learning until a child is secure = overlearning
- Address common errors or misconceptions which arise through marking children's work through whole class teaching

Presentation expected

All teachers will:

- Model the correct letter formation when writing i.e. interactive whiteboard, whiteboards, flip charts
- Ensure that their own spelling is accurate at all times
- Encourage good presentation at all times
- Comment on handwriting and presentation if necessary even if it is not the main learning objective
- Share and reward good presentation (pen licence, KS2)
- Display the correct letter and number formation in their classroom
- Recognise effort as well as quality

When worksheets are being stuck into books they MUST be shrunk and trimmed to fit into books. Under no circumstances should pages be folded and stuck in nor should edges be protruding from the book. This does not fit with the ethos of being proud of everything we do.

All children will be encouraged to:

- Use feedback from a teacher or peer to make improvements in their own work
- Follow the schools adopted cursive style and number formation
- Rewrite their spelling correction 3 times
- Take responsibility for their own learning by editing their work
- Assess their own and others' work
- Use their writing goal ladders to help identify their next steps in learning
- Have high expectations of presentation, look after their books and be proud of them

Subject Leaders will:

- Monitor and evaluate pupils' books to ensure; titles and learning objectives are clear, presentation is good and marking follows the policy and is consistent between classes and across the school

- Insist on well presented books and work which is consistent with this policy. They will challenge examples which are not at the agreed standard
- Discuss outcomes of monitoring and evaluating with the Leadership team and feedback to the whole staff
- Ensure the policy is understood by new members of staff so that practice continues to reflect school policy
- Collate good examples of effective marking to share with colleagues

English

We have now implemented a highlighting system throughout the whole school which involves using a green highlighter pen to highlight areas of strengths within a piece of work and a purple highlighter to highlight any areas for development.

Please refer to the 'How to' guide for marking English for further information on how work should be marked across the school. The 'How I mark your work' document should also be referred to for marking codes and should be displayed in all classrooms on the working wall. All children should understand what the marking code is and how it is being used in their daily work. An example of marking is outlined below.

What they have done well + what they will need to work on next, with an example:

■ *Good use of adverbs as sentence openers*

■ *Now try to use commas to separate clauses e.g. Creeping silently, Jim approached...*

Maths

What they have done well + a next step challenge

■ *Great work Jim, you can simplify fractions.*

■ *Now try 30/35 (a further or harder challenge)*

Science (Question and response once every unit)

All work must be marked

What they have achieved (skill) + a question comment

■ *Well done you have made a prediction about what might happen.*

■ *Why do you think the tennis ball bounced higher than the other balls?*

ICT, History, Geography, DT, Art, PSHE, RE (Question and response once every unit)

All work must be marked