



Burtonwood CP School

Marking, Feedback and Presentation Policy

This document sets out to explain the place of marking, feedback and presentation in the curriculum at Burtonwood C.P. School, and the procedures agreed in order to ensure that learning takes place. The document is for the information of all staff and governors.

The staff agreed this policy in September 2015.

Marking and Feedback

Principles and Purpose

At Burtonwood CP we believe that marking and feedback should allow every child to progress with their learning and achieve success. By providing constructive feedback, it should focus on success and needs for improvement against learning intentions. It should also enable children to become reflective learners and help them close the gap between their current and desired performance.

Marking and feedback should:

- Be manageable, with the majority of 'quality marked' work being in English, Maths and Science and any written work
- Directly relate to the learning intentions (WALT) of the lesson, therefore these need to be shared with children
- Give recognition and appropriate praise for achievement based on the learning potential of the child
- Give clear strategies for improvement and allow specific time for children to read, reflect and respond to marking
- Inform future planning and individual target setting
- Involve children in the process through group, peer and self-marking so that they become aware of and can reflect on their learning needs
- Be accessible to children, using consistent codes throughout the school
- Reflect and respond to the individual learning needs so that they see the process as a useful tool for improvement

Strategies

Summative feedback and marking

This is the 'ticks, crosses and corrections (C)' that are used within closed tasks and exercises. Wherever possible children should be given the opportunity to self assess their work or have the work marked as a class or group.

For learning to take place, children must regularly do corrections of answers, which are incorrect. This ensures that the child thinks again about the question and shows the correct workings, not just adding the correct answer by the incorrect working out.

If the child is really struggling with the learning, they may do corrections with the teacher or teaching assistant. This should be indicated with the code 'TT'.

Occasionally children may not correct their work. This could be because the class needs to move onto a new topic and the learning will be revisited later in the year. This decision is the responsibility of the teacher.

Formative feedback and marking

Not all pieces of work should be quality marked. Teachers need to decide whether work will be simply acknowledged or given detailed attention.

Feedback should focus first and foremost on the learning intention (WALT) of the task. The emphasis of marking should be a measure against the success criteria set out by the teacher before completing the task. These success criteria should be differentiated to allow all children to succeed.

Children's work should be marked using the codes set out in Appendix 1. The codes save time and ensure that children understand what is expected of them. Where codes are inappropriate, oral feedback can be given. Children's successes should be recognised and focused 'target' comments should give the children a clear idea how to improve their work. These should be personal to the individual child, based on their ability and potential to improve. Detailed marking should require a response from the child, which further develops their work and thus their learning. Teachers should allow planned time for children to read, reflect and respond to marking.

The planned response to the marking should:

- Take place, whenever possible, on the next day to ensure the task is still fresh in the child's mind.
- Involve oral feedback to the whole class, using sometimes children's work on the interactive whiteboard or ipad to demonstrate success and model how to make improvements.
- Include guided groups using either the teacher or teaching assistant to facilitate learning and improve the child's work.
- Use 1:1 intervention if the child is experiencing great difficulties with the work.

The main purpose of feedback and marking is to ensure learning takes place and that the child can see improvements in their work. This will improve their confidence and self-esteem, as they can see how to raise the standard of their work.

Secretarial Features

Spelling, punctuation, handwriting and grammar are essential to high quality writing. High standards should be insisted upon in all pieces of writing. These standards depend on the child's ability. The teacher should plan time to allow children to edit

and correct their writing. All children from Year one to Year six have a spelling log in their English books to record spelling errors that are personal to the child.

At Key Stage One children should focus on formation and consistency of letters, spelling of high frequency words, learned phonemes and spelling patterns and rules as well as basic sentence punctuation in line with Age Related Expectations set out in the National Curriculum. Where appropriate, children should be directed to practice individual and string of letters (linked to spelling) for handwriting. They could be asked to edit their work or rewrite sentences to make sure capital letters and full stops are correct.

At Key Stage Two children should focus on spelling, punctuation and grammar in line with the Age Related Expectations set out in the National Curriculum.. Incorrect spellings should be highlighted using a bubble around the word and corrected by the children using strategies taught in class. Children should edit and redraft their work to ensure that sentences are grammatically correct and appropriate punctuation is used.

PLEASE NOTE:

It may not be appropriate to ask children to correct all errors in their writing due to time constraints and the number of mistakes made. Children, who experience difficulties with spelling, should not be asked to correct large numbers of spellings, but focus on key words or patterns. Teachers should judge what reediting should occur, depending on the ability of the child.

Self marking

As children become more independent, they can be asked to mark their work against the success criteria, highlighting their successes and looking for improvements. The plenary can be used to focus on this process as a way of analysing the learning that has taken place. This process should be moderated by the teacher.

Peer (Paired) marking

Children could sometimes be asked to mark their work in pairs. However the following points should be noted:

- This should be introduced in Year 2 and embedded throughout Key Stage 2
- Children should be trained to peer mark via modelling with the whole class and watching a paired mark in action (e.g. teacher and another)
- Through modelling ground rules must be established and displayed in the classroom
- Children should focus initially on what they like first and then suggest ways to improve using the success criteria. Pairing should be selected carefully by the teacher
- Encourage a dialogue rather than taking turns to be ‘teacher’; they should aim to discuss each others work together.

Presentation

Mission Statement

Presentation of work is critical to its quality. Children need to be given the appropriate skills to present work well. Excellent content can be severely devalued by poor presentation. High expectations will maintain the children's standard of presentation in their work.

Strategies and Organisation

All children

- The date should be written at the start of every piece of work on the left hand side
- The title should be written in the centre of the line and will usually reflect the learning objective (given by the teacher). The first letter of each word must have capital letters. After the title a line should be left blank before starting the work.
- If children make a mistake, they should cross out with one thin pencil line.

Key Stage One and EYS

Key expectations:

- Start at the edge of the line
- Where appropriate fill each line
- Finger spaces
- Ascenders and descenders clear in handwriting
- Beautifully coloured pictures

Key Stage Two

Margins

On paper or in exercise books with no margin, one must be drawn. Ruler skills will be taught from Year 3.

Pens

Children who have reached a level where they can spell accurately with consistency and can join letters appropriately will be introduced to an ink pen in Year 3. It is expected that by the end of Year 4 all children will be using pens, unless there are specific educational reasons for the child to remain writing with a pencil.

Corrections

In Maths corrections should be done below the initial work under the heading 'Corrections'. When redrafting their writing children should write corrections for spellings in the margin or add them to the spelling log.

Ruling Off

Rule across the next line after the teacher's comments. There is no need to start a new page for each session. Children should begin under their ruling off line.

Book Covers

Children's book covers should not be written on unless to signal the purpose and owner of the book. Books which are drawn on by children must be 'repaired' (by rubbing out or covering the book with paper) in the child's own time.