# BURNT TREE PRIMARY SCHOOL FEEDBACK /MARKING AND PRESENTATION POLICY

## Aim of Policy:

- to identify principles which should be reflected in the approaches to marking throughout the school and across the curriculum

- to provide criteria against which the marking practice can be monitored and evaluated

- to ensure that all persons concerned adhere to the guidance

## Definition of marking:

- a process that involves responding to pupils' work through written and oral comments;

- a method of diagnosing areas for development/improvement and identifying strengths in pupils' work;

- a means of providing information to be used as feedback, to modify teaching and learning, to meet the needs of pupils;

- 'marking' supports the assessment process by telling pupils 'Where next? and how to improve,

## Principles on which the policy is based:

- marking should be selective and take as its focus the learning objectives (WALTS) and success criteria (WILFS) for the activity / task.

- the tone of any comments should be essentially positive, supportive, realistic, constructive and sensitive to the needs of the child;

- written comments should be legible, grammatically correct with correct spelling and in a green pen.
-  work should be marked as soon as possible  and returned to the child promptly before the next lesson in this subject.
- pupils' work is marked in a way that provides guidance about what they are to do next to improve their work or to provide opportunities to close the gap where learning has not been understood/task not completed correctly.
- pupils should understand and be inducted into the approaches to marking used in the school and they should be expected to take action on the basis of marking;

## Principles on which the policy is based cont'd :

- Where feasible there should be planned opportunities for pupils to read, discuss and respond to marking comments in writing tasks. Pupils should be given a maximum of two minutes to read and five minutes to respond.
- error making should be viewed as part of the learning process and should be used as a source of evidence for diagnostic assessment;
- erasers (rubbers) should not be used by pupils unless directed by the teacher;
- response to pupils' work should take account of the needs and intentions of the individual and should be in child friendly language;
- the school's marking policy should be made explicit to parents;

## Purposes of marking:

Marking serves a range of purposes and audiences.  No single response will serve all purposes but quality marking should fulfil a range over time

Marking should **help pupils** make progress, encourage them to strive for high achievement and build self esteem by:

- highlighting and celebrating good work by making explicit what they have done well;
- setting clear expectations;
- helping them to evaluate their own learning;
- indicating aspects which need attention, improvement or further development;
- being explicit about how to improve;
- being constant, show continuity through school;
- reinforcing learning;
- establishing standards;
- showing pupils what is valued by the teacher / school and giving them insight into the teacher's expectations;
- valuing their work and providing an audience for it.

Marking should **provide parents with** a sense of:
- their child's achievements and attitudes;
- awareness of their child's needs;
- knowledge that teacher's marking will focus on learning objectives (WALTS);
- reassurance that progress is being made;
- the school's and teacher's values and expectations;
- the relationship between pupil and teacher.

Marking should **help teachers teach** effectively by:
- providing them with an opportunity to make diagnostic assessments;
- providing an aide-memoire or record of eg significant progress, targets which the pupil is working on;
- providing a focus for future planning (individuals, groups, whole class);
- providing a starting point for the next steps in learning and a focus for intervention;
- providing a focus for target setting;
- informing themselves about their planning, teaching and concepts gained by the pupils.

- informing them about pupils learning styles.

**Approaches to marking:**
Written and spoken comments could take the form of:
- questions
- directions
- personal / audience response
- explicit teaching points and instructions
- modelling a process , strategy
- suggesting an audience for the work
- codes used within school (see appendices)
- encouraging pupils to reflect on their work and their own achievement

Where a spoken response is given to paper based work teachers should mark using a **D** for discussed. See appendices for other specific guidance in relation to Early Years, KS1 and KS2

**Pupils role in the marking process:**
- marking should encourage pupils to read comments and take responsibility for improving their own work
- self-checking skills should be developed so that pupils can extend, improve and correct their own work
- pupils may mark their own/others work on occasions eg spellings, drafted work, number tests, tables tests, but teachers should monitor their achievements closely so that opportunities for diagnostic assessment are not missed.
- Opportunities should be provided for self and peer assessment.  Children can grade themselves and others using the traffic light system.  They can make commentary about the work relating to an aspect of the WILF (Success criteria).  Teachers will need to model how this should be done.

# Appendix 2

# CODES FOR ALL WRITTEN WORK

**When the appropriate stage of development has been reached, the use of these
codes will reduce workload and promote consistency and clarity in
our feedback.**

| | |
|---|---|
| **WALT** ✔ | Well done, learning objective achieved |
| **WALT ?** | Comment on 'where next ?' if appropriate. |
| ☺ ☆ | Well done |
| **AL (adult led)** | Guided/shared work with high level of adult input |
| **AS (adult support)** | Sentence starters/vocab/questioning/discussion/scaffolding/sentence ladder. |

| | |
|---|---|
| **IND** | Independent work, no support given. |
| **X** | Incorrect answer |
| ↑ | Next step marking/challenge |
| → | Close the gap marking/scaffolding |

**Appendix 3**

**'CLOSING THE GAP'**

Once pupils are able to independently write a sentence-like structure, using more than one letter to represent a word, a 'quality marking' approach should be adopted for tasks. The school recommends that 3 pieces of maths are quality marked each week, two pieces of English and the 'big write' task as well as tasks that have a writing or maths outcome in the thematic curriculum lessons.

Teachers will signal if it is a close the gap task or next step task with an arrow as indicated in the code table above. The teacher may then ask a question or give a specific instruction. The expectation is that the pupil will respond before the start of the next lesson. The pupil

will respond using a red pen.  Books will be monitored each half term by SLT to ensure that the marking policy is being adhered to and that pupils are making good progress.  Each teacher will be provided with written feedback that will identify the strengths of their marking and their areas for development.  These areas for development will be scrutinized the next time the books are monitored.

## Presentation Of Written Work in KS1

In KS1 pupils will use a sharp pencil for all written work.

## Presentation Of Written Work In KS2

In KS2 pupils will use pencil for all written work until invited to use handwriting pen by their class teacher. They will receive a pen license.

# Progression In Handwriting

## Level W

Produces signs and symbols in place of writing

## Level 1
Generally uses left to right orientation across the page. Letters are usually clearly shaped and correctly orientated.

## Level 2
Produces legible upper and lower case letters in one style and uses them consistently (i.e. not mixed randomly within words) Produces letters that are accurately formed, consistent in size and properly orientated and that have clear ascenders and descenders where necessary.

## Level 3
Handwriting is joined and legible

## Level 4
Handwriting is joined and legible and more fluent.

## Level 5
Handwriting is joined, legible, fluent and adapted to a range of tasks.

# Maths Presentation Policy

In maths books pupils should :

- use a sharp pencil
- use the short date and the WALT
- aim for 1 digit per box
- underline the last piece of work
- cross out mistakes with 1 line – no rubbers

## Jottings

We encourage children to demonstrate their reasoning orally, practically and by using jottings. Jottings may sometimes follow a structure set by the teacher but may also be individual to the child. Jottings should be legible.

Examples :

| Count in 3s | |
|---|---|
| 3 , 6, 9, 12 | ◆ ◆ ◆<br>◆ ◆ ◆<br>◆ ◆ ◆<br>◆ ◆ ◆ |

| Long Multiplication | x | 20 | 7 | |
|---|---|---|---|---|
| | 30 | 600 | 210 | 810 |
| 34 x 27 = 918 | 4 | 80 | 28 | 108 |
| | | | | 918 |