Marking, Feedback and Presentation Policy

Review Date	Reviewer	Adopted	Implementation
September 2019	A Bartlett	September 2019	September 2019
September 2020	A Bartlett	September 2020	September 2020
September 2022			

REVISION HISTORY

Issue No	Date	Description
2	September 2020	Name change to include presentation

Introduction

Sacriston Academy is part of the North East Learning Trust and has high expectations of pupils and staff. We believe pupils have the right to expect a first-class education, delivered by teachers who are committed to making learning challenging and rewarding.

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Ours is a caring community, one based on mutual respect, an Academy where pupils feel safe and supported throughout their time with us. The emphasis on good behaviour means that lessons are taught in an ordered and encouraging learning environment. Pupils are treated as individuals and we recognise and celebrate their different abilities.

In the Academy we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

The Academy adopts a 'whole pupil, whole school approach' to management and provision of support for special educational needs. All staff work to ensure inclusion of all pupils. The Academy is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The marking, feedback and presentation policy is a working document which generates and informs outstanding and 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 Sacriston Academy 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.

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 the children in the classroom
- Give children 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.

Policy Aims

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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 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, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Sacriston Academy we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly.

Marking Code

The key to effective marking is that the children have seen good modelling by the teacher, and understand what it means, but they need time to respond to it.

Oral Feedback

The learning objective should always be the focus of the feedback.

Distance Marking

- Children need to be able to read and understand written comments.

- Children need to be allowed time to read marking prior to starting their next piece of work.
- It may be quality marking or a comment that takes learning forward.
- In EYFS classes, marking is almost always carried out with the child.

Acknowledgement marking

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

S   supported work

VF   for verbal feedback

I   independent

SA   self-assessed work

PA   peer assessed work

PR   paired work

Closed Exercise Marking

Wherever possible children will self-mark these activities or work will be marked as a class or in groups. Children will use a pink or green highlighter to self-mark work with a tick or dot.

Children will edit their work using a green pencil or pen from Y2 – Y6.

Paired Response

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or teacher. At Sacriston Academy we use the "one book on top of another" method. Children will indicate with a 'PA by JF' response.

Spellings

When we choose to recognise an error, we will write 'sp' beside the word. Either of the following two options may then be taken as appropriate to the work and the child's age and ability.

- Children correct using a word bank or dictionary, rewriting word or sentence.
- Teacher rewrites the word in the margin.

It is not possible or effective to correct every word or sentence for some pupils. We try to correct common patterns of misspelling and spellings we know the children should be able to spell.

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Target spellings	Write 'sp' and have clear class procedures for correction showing a clear demonstration of effort to correct target words.
Spelling errors in draft work	Self-correction/peer help/teacher help/teacher correction. Insert correct spelling (or a selection if many errors)
Spelling errors in written work across the curriculum	Selective correction. Self-correction/dictionaries, teacher correction

Mathematics

All work is to be marked. A line under the reversed number, with the correct orientation at the side shows the number reversal to the children. In the case of computations, the correct answers are ticked.

Incorrect answers will have a dot at the side of it, which signifies 'needs correction.'

Evidence of the children correcting work or consolidating the concept is required.

Marking of the remaining Core and Foundation Subjects within the National Curriculum

High expectations of the children's presentation, grammar and punctuation and spelling is applied to all foundation subjects are staff are expected to challenge carelessness in basic skills. (See presentation guidelines appendix 3)

All written work in any subject will be looked at and read by the teacher. A tick or comment is written depending upon the objective involved.

A great deal of verbal marking takes place in the form of comments and discussion. We try to recognise achievement and make positive comments in subjects such as Art, Music, Design Technology and Physical Education.

Organisation and Practice

At Sacriston Academy, we have agreed to:

- Ensure that children are aware of the 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 pupil's own self-evaluation.
- Continuously model good practice in marking to children as part of daily teaching to help them develop an ability to evaluate their own work and that of others.
- Provide feedback through plenaries or group sessions.
- Provide oral feedback wherever class discussion takes place.

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- Provide effective feedback to children about their work, recognising that this will take many forms, depending on the nature of the task and the time available.
- Complete distance marking which is accessible to children and manageable for teacher. Comments should be appropriate to the age and ability of the child and vary across year groups and Key stages. SEN issues should also be taken into consideration when commenting on work.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout the school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that for marking to be formative the information must be used and acted upon by the children.

When marking, teachers at Sacriston Academy will:

- Use a black pen
- Use neat, legible handwriting following the schools agreed script as a good example to the children.
- Mark literacy and numeracy daily
- Comment on vocabulary, spelling, punctuation and grammar usually in the following cases:
    - If spellings, punctuation and grammar were part of the lesson
    - If it is a spelling that a pupil **should know**.
    - If it is something related to the child's target.
- Within science, identify one / two aspects for comment related to learning objectives.
- Give time for children to reflect on comments / next steps (where appropriate).
- Every subject will be marked to the objective (where appropriate).

In EYFS classes, it will be a teacher comment about how the child did on the work which will feed into the profile. A sticker or stamp should be given to show praise.

In KS1 classes a single line comment marking against the objective. From Y2 more detailed marking to the success criteria will be used. Work will be highlighted in pink where appropriate showing something they have done well. A 'focus' group may have their work marked in detail with the teacher showing a next step target.

In KS2 there will be more detailed marking to the objective and success criteria. One focus group's work may be marked in more detail each lesson so by the end of the week all the children will have a piece of work marked in detail in English and Maths.

A spelling mistake will be marked with a '**sp**' for the child to correct. Time will be given for pupils to return to the spellings to correct them.

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All work that is marked other than by the teacher should be initialled by the person who is marking it.

Peer and Self-Assessment

The use of peer and self-assessment should be a regular feature of learning in each classroom. When giving feedback pupils should be providing positive feedback to others and as they move through the school should be supported to learn the skill of providing positive criticism to their peers. For example, "I thought you used …and…well…I think it would have been even better if …"

- Pupils may highlight / underline words or phrases to demonstrate the learning objective or to identify spellings that need to be reviewed by the pupil.

- In general pupils should be taught and encouraged to use the agreed marking codes when peer marking.

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.

- When giving feedback, pupils may write a comment and sign their name on the work of other pupils.

Writing and Marking Expectation

English	KS1	Once longer piece of writing <u>per week</u> to be marked in depth
	KS2	Once longer piece of writing <u>every two weeks</u> to be marked in depth
Science		Once longer piece of writing <u>every half term</u> to be marked in depth
Foundation Subjects		Once longer piece of writing <u>every half term</u> to be marked in depth

Monitoring and Evaluation

The Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made, and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment

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- Consistency in teacher's marking across the two key stages and between year groups.

Equal Opportunities

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

Presentation

1. Date all work

2. Use the short date in KS1 and KS2 maths

3. Use the long date in English and for topic work.

4. Name and date underlined

5. Date to be on the left-hand side from the margin

6. As children begin to use <u>headings</u> and <u>subheadings</u> these <u>must</u> be underlined with a ruler using a pencil / pen.

7. For children learning correct letter formation and the joining of letters the SCHOOL script should be taught.

8. All work will be completed in pencil until children can form their letters / numerals and join them correctly.

   - Pencil grips should be made available where appropriate

   - Once joined script has been successfully achieved, handwriting pens will be awarded by the Phase Team Leader, the child will be given a special 'pen licence.' The pen may then be used at the teacher's discretion.

   - Pen Types – blue school handwriting pens.

   - Support staff will be expected to follow the policy.

9. For self-correction the child may use a pencil eraser at the teacher's discretion.

   - Work in pen one line through the centre.

   - N.B. Tippex must not be used by the children.

10. Correct use of margins should be taught and encouraged. A ruler must be used.

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

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12. Mathematics work should be completed in pencil.

13. Children **should not** use felt pens for drawing or for colouring work in their books. Colouring pencils only.

14. Children should be encouraged to acknowledge and respond to the teacher's comments. E.g. complete unfinished work.

Appendix 1

Marking Improvement Prompts

1.   A reminder prompt

Most suitable for brighter children, this simply reminds the child of what could be improved:

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Say more about how you feel about this person

Interesting, many teachers write this kind of prompt for all children. Most children need more support than a reminder prompt.

2.   A scaffold prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe how this person is a good friend? **A question**

or

Describe something that happened which showed you were a good friend. **A directive**

or

He showed me he was a good friend when   **An unfinished sentence**

….(finish this sentence)

Choose one of these or your own

He is a good friend because he never says unkind things about me.

My friend is a good friend because he is always nice to me.

Appendix 2

Marking Codes used at Sacriston Academy

MARKING CODES	
SP	Indicates a spelling error to be corrected
T	Indicates the incorrect tense has been used
P	Indicates there is punctuation is missing

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G	Indicates a grammar error to be corrected
VF	Verbal feedback given
S	Supported by and adult
I	Independent work
PA	A peer has assessed my work
SA	I have assessed my work

	Working towards the learning objective
	Learning objective achieved
	You have mastered the learning objective
	Outstanding effort shown with this piece of work

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Appendix 3

Success criteria checklist example

L.O.: To write a narrative			
Stars to Success		**Pupil**	**Teacher**
⭐	Create a setting using description		
⭐	Use ambitious vocabulary linked to setting / topic		
⭐	Use dialogue and inverted commas to show characters speaking		
⭐	Include an introduction. build- up, problem, resolution, conclusion		
⭐	Use language effects to create an impact: adverbs, adjectives, precise nouns, powerful verbs		
⭐	Use adverbials of time		

Success criteria checklist blank

L.O.:			
Stars to Success		**Pupil**	**Teacher**
⭐			
⭐			
⭐			
⭐			
⭐			