

Marking, Feedback and Presentation Policy



“Love one another as I have loved you”.

Statement of Intent.

At Saint Joseph’s School we strive to ensure that the curriculum provides opportunity for growth through the acquisition of skills and knowledge in a Catholic/Christian setting. We aim to create a school environment which nurtures the whole child, allowing for the development of each individual’s potential, giving him/her a framework for living where sound relationships can be established and where everyone has dignity and is valued. We welcome children and families from all creeds and faiths. St Joseph’s is an inclusive school and is proud of its rich cultural diversity.

1 Introduction

At St Joseph’s Catholic Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. There will be consistency in the marking symbols used in a Key Stage, with the age of the children being taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it too.
- Boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future.
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- Promote self assessment/Peer assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others; e.g.
- Share expectations.
- Confirm the children's understanding, and identify any misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform our future lesson planning.

3 Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should **be impact driven**, with pride of place given to how the child can improve and move their learning on.
- Marking and feedback is the **dialogue** that takes place between teacher and pupil, **ideally while the task is still being completed** – especially with younger children.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, oral feedback will be given. This is particularly true of younger children.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on **only one or two key areas for improvement** at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- The marking system should be constructive and formative. A useful formula is this: **'recognising progress and advice on improvement'**.
- Feedback may also be given by a teaching assistant, or through peer marking.
- Group feedback is provided through **plenaries** too, and **in group** sessions.

4 Presentation

The school has explicit rules that apply to all pieces of work. Teachers will stress the importance of high standards of presentation and correct letter formation and joins.

KS1	Maths	English
Date and title	Always the short date and 'Can I...?' statement. (EYFS supported by teacher)	Always the long date and 'Can I...?' statement. (EYFS supported by teacher)
Writing equipment	Always pencil	Pen will be used from Y2 when awarded by the class teacher for consistently neat handwriting
Mistakes	A small cross next to the error with correction in the closest available space. All lines drawn with a ruler	A small cross next to the error with correction in the closest available space.
Letter/ number presentation	One number per square	Letters formed in accordance with the handwriting style and joined from Y2

KS2	Maths	English
Date and title	Always the short date and 'Can I...?' statement underlined with	Always the long date and 'Can I...?' statement underlined with

	a ruler	a ruler
Writing equipment	Always pencil	Pen will be used.
Mistakes	A small cross next to the error with correction in the closest available space. Rubbers given at the discretion of the teacher. All lines drawn with a ruler	A ruled pencil line through the error with correction in the closest available space.
Letter/ number presentation	One number per square	Letters joined in accordance with the handwriting style

Ticks are normal where work is correct, and crosses where errors have been made. Other symbols may be used once their meaning has been explained (see relevant mark symbol sheet). Adults will mark work in red pen.

In writing, staff will use a pink highlighter to show when the work is good/very good and the 'Can I' statement has been achieved (Pink for Perfect.) A green highlighter will be used to show the child an aspect of the writing that they need to improve to make their writing better. (Green for Growth.) This can be done in the editing and drafting time.

Children will be given time to respond to marking and make corrections and improvements to their work in green pen. (Sometimes, in Key Stage 2, this may be as simple as the child's initial to acknowledge they've read the teacher's comment.)

Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them. Sometimes this will be done as a whole class or sometimes this will be done in a small or guided group.

When appropriate, children may mark their own or another child's work, but the teacher **must always review this marking**. Marking their own work is helpful because when the teacher makes a point, the children need to be able to relate it to their own efforts.

Key Stage 2 children should be encouraged to assess their work ahead of final marking, using Success Criteria. This helps the children to self-reflect at each step of the learning process.

Teachers will usually comment on spelling of specific words:

- If it is a spelling that all pupils should know.
- If it is something related to the child's target.

Guidance on Focused Marking

During a unit of work, a piece of work per child in English and Maths will have focused marking. Success Criteria will be shared with the children. This will inform the children how to achieve the learning objective. In Maths, this will remind children of the method they are using. In English this will tell the children what they need to include in a piece of work.

In R.E each topic will have focused marking related to the 'Can I' statements as well as one assessment.

Using Prompts

One of the following prompts will be used:

Scaffolded Prompt

– for the child who has not achieved the learning objective.

English

Can I use adjectives?

e.g. The man walked along the beach.

Comment: Choose adjectives to describe the man and the beach.

The _____ man walked along the _____ beach.

Old, ancient, tall, sandy, pebbly, wrinkled.

This type of prompt gives a child the structure and options to choose from. In guided group work the teacher can check this.

Maths

Can I Add 9 to any 2 digit number?

e.g. $43+9=$

Comment: Remember to add 10 to help you.

$$43+10=53-1=52$$

Now you have a go at these:

$$77+9=$$

$$45+9=$$

$$77+10= _ _ -1 = _ _ \quad 45+10= _ _ -1 = _ _$$

Again check in guided or small group work.

Developmental Prompt

For the child who has achieved some of the learning objective but whose work is inconsistent.

English

Example in writing might be:

Can I include descriptive language?

Katie was in the jungle and smelt a snake's breath.

Comment: Tell me more about the snake, what did its breath smell of?

How did Katie feel in the jungle. Can you add an adverb? etc

Here, you are asking a question to their work further.

Maths

Example in maths might be:

Can I add 9 to any 2 digit number?

Comment: Well done, but you sometimes added 1 instead of taking away. Let's look at $46+9=$

$$46+10=56 \quad 56-1=55$$

Now you try doing the same with these:

$$59+9= \quad 78+9=$$

Extension Prompt

For the more able child or one who has achieved the Learning Objective.

English

Example in writing might be:

Can I write a character description, including show, not tell?

Comment: Tell me more about James and what he is like.

How is he walking/talking/some actions etc.

This type of encourages a child to give more detail and show deeper thinking.

Maths

Example in Maths might be:

Can I add 9 to any 2 digit number?

Comment: Well done, you can add 9 to a 2 digit number. Now have a think about how you could add 19, 29 etc. to a 2 digit number.

Try these: $65+19=$ $49+29=$

Guidance on General Marking

It is generally accepted that not every piece of work can be marked in great detail and discussed with every child, but every piece of work is marked at some level.

General marking might include the following:

- Short comments relating to the learning objective
- Ticks (particularly in Maths)
- Peer assessment
- Self-assessment

KS1 Marking

■ or ✓

Good

■ or ✓✓

Very good / well written

■

Next step

^

Word/s missing

○

Full stop

○

Capital letter

○

Question mark

○

Exclamation mark

○

Finger spaces

//

New paragraph needed - leave a line

○

Spelling mistake

○

Discussed with child

TA 1:2

Worked with an adult (ratio)

○

Totally independent work

○

Support

KS2 Marking

■ or ✓

Good

■ or ✓✓

Very good / well written

■

Next step

^

Word/s missing

†

Tense incorrect

?

Meaning is unclear

C

Capital letter

p

Punctuation missing

//

New paragraph needed - leave a line

sp

Spelling mistake

D

Discussed with child

T/TA 1:2

Worked with an adult (ratio)

I

Totally independent work

Choose a better word