

Highwood Primary School



Promoting Resilience - Achieving Potential

Marking, Feedback and Presentation Policy

Approved by: School Development Committee

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Introduction

At Highwood Primary School, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Different forms of feedback

Pupils at Highwood Primary school receive feedback in many different ways. Feedback can also happen at different points in the learning process:

- Immediate feedback: during the lesson, at the point of intervention
- Summary feedback: at the end of a lesson or task
- In the next lesson: further teaching to enable children to improve areas identified by the teacher or TA after reviewing the work
- Summative feedback: tasks planned specifically to give teachers and teaching assistants (TAs) definitive feedback about whether a child has secured what has been taught, such as a test or assessment.

Day to day and detailed marking

Pupils' work is marked to support learning. It shows the success of children in meeting learning objectives and addressing success criteria and outlines how children can improve further.

Every piece of work should be marked. However, this may be by the pupil (self-review), a work partner (peer review), marked against a Success Criteria, the teacher or a teaching assistant.

Detailed marking is not needed on every piece of work in order for marking to be manageable. When marking, teachers should tick the learning objective and/or the success criteria to indicate if children have met the expectations. Teaching Assistants should add their initial when they mark a piece of work.

When marking in detail, next step comments must be provided. They should start with a brief, positive statement linked to learning or effort followed with the next steps for the pupil. The next step should be written with the symbol and an imperative verb to start.

For example:

Good use of adjectives. Next time, include an adverb to describe the action in detail.

Teachers and teaching assistants mark in green pen. Pupils should write in black pen (unless they have an SEND need that requires blue pen) and they mark using a purple pen. Individual arrangements will be agreed as required with the Headteacher, if a member of staff or a child is colour blind.

Mathematics

Work should be marked daily by the pupil, peer, teaching assistant or teacher. Teachers need to use their professional judgement whether they are marking each answer, step, method OR strategy in any given piece of work. The mark should be a tick or a dot. When detailed marking, an example of the correct method, or an explanation of the error might be provided.

At all other times peer marking, self-review or quick marking is acceptable.

English (Guided reading, writing, grammar, spelling)

Pupils are taught that writing is a process and should therefore be edited as required. Early editing skills are introduced into Key Stage 1. Regular editing opportunities are planned into English units across Key Stage 2. The plan, draft, edit, improve, self/peer mark stages should be evident. Teachers ensure pupils are given adequate time to edit and re-draft aspects of their writing within lessons.

End of unit writing can take the form of independent or unaided work and should be marked in detail and assessed against the child's target and their learning within the unit. There should be a maximum of three incorrect spellings marked which may be high frequency words or patterns focused on during spelling or letters and sounds teaching.

Science and Foundation Subjects

Teachers should focus on investigative skills when commenting in science and the use of specific vocabulary.

Foundation subjects should be marked in line with the objective, and final comments should be positive, reflective and encouraging. Misconceptions and errors in basic skills in English and Mathematics should be addressed. The marking codes should be used to give children consistent feedback across a range of writing types.

Early Years

- All observations and pieces of work are dated and include codes for the areas of learning and the characteristics of effective learning.
- Verbal feedback is constantly given to the children through engagement and modelling
- Script is taught in print alongside phonics with digraphs and trigraphs not joined
- Children are rewarded with 'Superstar' stickers/certificates for effort, achievement and following the Highwood Golden Rules.
- Each child has a learning journal which contains observations and pieces of work

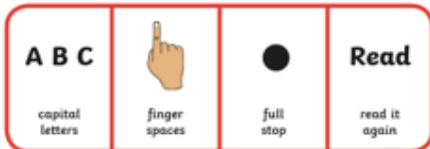
Learning Objectives

Learning objectives are provided for the pupils by teachers, which are glued into books (see examples below):

Key Stage 1

L.O: Record idea using
single clause sentences
Success criteria:

WB 19.04.2022



Key Stage 2

LO: To distinguish between factual information and opinion.

Success Criteria:

- I know what a fact is.
- I know what an opinion is.
- I can identify facts and opinions.



Pupils in KS2 will write the dates (short date in Maths and long date in English, Science and foundation subjects).

Children should self-assess their work against the learning objective.

This is indicated by writing either:

R (Red – I do not understand),

A (Amber – I understand partially)

or **G (Green - I fully understand) in the circle next to the L.O. on the learning objective sticker.**

In KS1, children should use a smiley face, neutral face or unhappy face to indicate this.



At the end of a piece of work, pupils should indicate the following on the L.O. sticker:

| | |
|-----------|--|
| I | Independent work |
| T | Work supported by a teacher or participation in a guided teaching group. |
| TA | Work supported by a teaching assistant or participation in a guided teaching group. |

Pupils who have not achieved the learning objective will need intervention as soon as possible during the next guided learning session. This could be in the form of pre-learning, a guided group or a same day intervention.

Similarly, if a pupil has understood the work and no errors have occurred, a 'next steps' comment or extension challenge should be given.

Peer and self-assessment

Both adult and pupil generated success criteria enable the children to measure their success against the learning objectives. They do this by using a traffic light system or a smiley/straight/sad face on the learning objective sticker. Praise comments and 'an even better if' comment is used to develop peer and self-assessment against the learning objective and success criteria.

Other examples are:

- Find one word you are proud of and underline it. Tell the person next to you.
- Decide with your talk partner which of the success criteria you have been most successful with, and which one needs help or could be taken even further.
- You have three minutes to identify two places where you think you have done this well and read them to your partner.
- You have five minutes to find one place where you could improve. Write the improvements at the bottom of your work.

If a peer writes a comment in another pupil's book the comment must be linked to the learning objective, positive, supportive, suggest improvement and always signed by the pupil.

Rewards for good work

When rewarding a child for a piece of work, teachers and teaching assistants should distinguish between work of a high overall standard and work which shows significant effort or improvement for a particular pupil.

Teachers should have high expectations for all pupils and be careful not to devalue the notion of quality by indiscriminate use of praise or reward.

Pupils will be rewarded for good effort or work through:

- Positive comment, either verbal or written in the pupil's book.
- Classroom based stickers or stamps.
- Dojo point for exceptional work.
- Sharing work with the class or another teacher/the subject leader/member of SLT.




Home Learning

Home Learning will be responded to with a praise comment. Evidence of exceptional effort will be praised with a positive comment and the child will be rewarded with a Class Dojo point.




Marking Codes

A series of marking codes are used so that children receive regular feedback. The pupils learn what they represent and they understand what each one means. These are displayed in the classroom for pupils to refer to and to understand their next steps.

KS1 Marking Codes

| | |
|---|-------------------------|
|  | Correct |
|  | Check |
|  | Next steps |
| VF | Verbal feedback |
| WOW | Wow Work Dojo points |

KS2 Marking Codes

| | |
|---|-----------------------------|
|  | Correct |
|  | Check |
| HW | Handwriting needs improving |
|  | Next steps |
| SP | Spelling x 3 |
| VF | Verbal feedback |
| DP | Dojo point |

Presentation of work

The following rules for presentation are agreed collaboratively with the staff and displayed in class.



KS1 Book Rules

1. Read your teacher's comments.
2. Start your work on a new page.
3. Use a sharp pencil and work neatly.
4. Draw pictures and diagrams in pencil.
5. Use a pencil and ruler to draw straight lines and label diagrams.
6. Place a smiley face, straight face or sad face next to the learning objective to show how well you have learned in the lesson.
7. Circle 'T' or 'TA' if an adult has worked with you or an 'I' if you have worked independently.
8. Write neatly.
9. If you mark someone else's work, be positive and helpful.
10. In Maths, place 1 digit in each square (Year 2). Write a number in each square (Year 1).



KS2 Book Rules

1. Read and respond to your teacher's comments and do your corrections.
2. Use a sharp pencil and work neatly.
3. Remember to join your writing.
4. Rule off after your last piece of work.
5. Try not to rub out. Put a neat line through your mistakes and try again.
6. Always use a ruler to draw straight lines.
7. In Maths, put 1 digit in each square.
8. Place a RAG rating in the first circle next to the Learning Objective to show how well you have learned in the lesson.
9. Place a 'T' or 'TA' in the second circle next to the Learning Objective if an adult worked with you or an 'I' if you have worked independently.



Examples of margins and presentation in Mathematics

KS1

NB: 15.4.21

LO: To total 2 digit and 2 digit numbers (forming tens)
Context: Drawing rods and area
Success Criteria:

- Recall the number sentence in your book
- Draw the first number
- Draw the second number underneath (vertically)
- Count your ones by placing a dot in each circle
- When you reach 10, exchange them for a ten

BUBBLE POP PING!

T TA VE

$15 + 12 = 27$ ✓

| | | | |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

$45 + 11 = 56$ ✓

| | | | |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

$44 + 34 = 78$ ✓

| | | | |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

$48 + 43 = 91$ ✓

| | | | |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

$48 + 11 = 59$ ✓

| | | | |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 |

KS2

25.4.2022

LO: To know about measures and how to convert them
SC: I can understand the link between measures and ml ✓
I can understand volume and capacity ✓
I can give base facts for measures ✓
I can express rules for converting measures ✓

22.4.22

96 $\overline{)288}$
 96
 192
 288
 0

Challenge 1

1)

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Cubes = 7 ✓
Volume = 7cm³ ✓

2)

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

Cubes = 14 ✓
Volume = 14cm³ ✓

3) Cubes = 28 ✓
Volume = 28cm³ ✓

4) Cubes = 84 ✓
Volume = 84cm³ ✓

Challenge 2

1) V = 6cm³ ✓
2) V = 7cm³ ✓
3) V = 12cm³ ✓
4) V = 7cm³ ✓
5) V = 24cm³ ✓
6) V = 12cm³ ✓
7) V = 18cm³ ✓

1m = 100cm
2m = 200cm
265m = 265cm
1L = 1000ml
1Km = 1000m
1Kg = 1000g
1cm = 10mm

$\begin{matrix} \times 1000 & \times 100 & \times 10 \\ \text{km} & \text{m} & \text{cm} & \text{mm} \\ \leftarrow & \leftarrow & \leftarrow & \leftarrow \\ \div 1000 & \div 100 & \div 10 & \end{matrix}$

3 hours = 180 minutes
1 hour = 60 minutes
1 minute = 60 seconds

To convert from g to kg you need to divide by 1000.