

# **Marking, Feedback and Presentation Policy**

**Courtney Primary School**

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**by** Teachers at staff meeting

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**Signed by:** Deborah Wood  
**Position:** Headteacher

## Rationale

### **'Feedback is one of the most powerful influences on learning and achievement'**

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 )

Effective marking and feedback is integral to good teaching and learning processes. By empowering children to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- share the ownership of improvement between the child and the teacher.
- provide constructive steps so children can be challenged in their learning.
- support teachers' assessment knowledge of each child as part of thorough assessment for learning procedures, in order to plan and refine next steps.
- develop consistent processes across the school to teach children how to respond to feedback, self-assess and evaluate their own learning.

## Presentation in Books

- All classes will produce an age-appropriate *'Every time I write'* list of agreed expectations at the beginning of the year. EYFS may start this in Term 2 and added to as the year progresses. This will be displayed clearly and referred to and enforced continually.
- All children, with the exception of some with special motor control need (and agreed with SENCo), will use cursive script.
- Children will start to join in Year 1.
- Children with controlled, joined handwriting will be eligible to earn their pen licence from Year 3.
- WALT should be written using capital letters (no colon)
- All work should have the date and WALT (we are learning to). Long date for English books from Year 2 onwards. Short date for all other subjects.

Younger children or children with SEND may have this written for them.

- Pencils should be sharp.
- Errors will be amended by drawing a horizontal line through with a pencil and a ruler (even if writing in pen). **The use of rubbers should be discouraged.**
- A ruler and pencil will be used to underline, draw tables, shapes and graphs.
- The objective will be written on the top of all work in the form of a WALT statement, in child friendly speak. With the possible exception of SEND:
  - from Y1, in terms 5/6, the more competent writers will start to write their own objective.
  - from Y2 upwards all children should write the objective themselves and underline it.

If a child is unable/too slow to write their own WALT then the teacher/TAs will write it on the work/ put a sticker with the objective on it.

- Purple polishing pen responses must be of good quality and expectations should be high.
- The children should have the same high expectations of their work in ALL books.
- All Science work will be completed in pencil. This is for practical reasons, as the books are frequently exposed to liquids!

## Non-Negotiables

- Children who qualify for Pupil Premium will have a spot on each book. The marking of and response to their work must take priority.
- ALL work (with the exception of Bell Work/Jotters) must be responded to either by the teacher, the child or another adult.
- The teacher's comments should model the school cursive handwriting and be neat.
- A minimum of **one piece of English writing each week** should be responded to in a focused way (see section on Focused and Light Touch).
- The teacher must plan and provide learners with quality time for reflection and improvement of their work.
- ALL work (with the exception of Bell Work/Jotters) will have 'Every time I write' expectations responded to ie if a History piece of work in Y4 has capital letters missing for proper nouns, this should not be left uncommented upon.

## What Adults Should Write

- Marking will predominantly be focused on the 'WALT' learning objective but also reflect 'Every time I write' expectations.
- Most comments should give specific guidance rather than a vague statement. **(see Appendices)**
- Verbal responses are extremely powerful. These should be recorded using the agreed codes.

## Colours Adults Use When Marking

- Marking will be in two colours, green and pink which will be associated with following expressions:
  - **Go Green** "This is what you did well."
  - **Think Pink** "This is an area you need to work on."
- The 'Next Step' or Now Task should be written in pink starting with **NOW** so that it is clear that a response is needed.
- The 'WALT' should be highlighted in green if fully achieved, hashed green if partially achieved (but do not highlight 'WALT' in pink if not achieved).
- Any correctly answered questions should be marked with a green tick.
- Any incorrectly answered questions should be marked with a pink dot.

## Marking and Mastery

In order to differentiate the level of depth each child tackles within a common 'WALT, we will use one of the following letters at the end of each 'WALT' (linking closely with our swimming analogy). The L, U or E can be written by the child or teacher and should be highlighted in green if successful during the session.

**L = Learning**

**U = Using**

**E = Exploring**

## Codes used in books

The following codes will be used in marking to show the context of work, where relevant.

<b>TA</b>	Supported by TA
<b>OA</b>	Supported by another adult (e.g. volunteer)
<b>WH</b>	With help. The child needed input over and above the rest of the class/group
<b>V</b>	Verbal Feedback given (with brief annotation as to what this was)
<b>I</b>	Completed independently (this need not be used if it is obvious)
<b>Supply</b>	Supply Teacher

It will be necessary to revisit these with children, particularly at the beginning of an academic year, and teachers need to make sure that the policy is understood as part of their induction to their class.

## Post and Pre-Teaching

It is important that post or pre-teaching is acknowledged. The expectation is that the following is recorded in the child's book:

<b>Post</b>	Post-teaching and focus if not obvious eg Post: number bonds to 10
<b>Pre</b>	Pre-teaching in the same way.

Where this happens, if the work doesn't not interfere with the progression of the learning, then the work can be completed in the child's book. If it does not fit in with the progression of the learning sequence, eg a revisit to subtraction in the middle of a shape unit, then any written work can be completed at the back of the book.

## Spellings

- Errors in spelling should not be rubbed out if identified by an adult.
- A range of age-appropriate/personalised resources should be available for the children to correct the majority of their spelling errors and they should be taught to use them effectively. Eg word banks, key word lists, dictionaries, no excuses cards, writers' toolkits, classroom displays, grapheme choices for the range of phonics.
- The expectation is that the children should use every attempt to get the spelling correct as they write using resources available or 'Three Before Me' approach.
- Particularly for the older children, any word which they are unsure of how to spell may be underlined with a wiggly line in order to remind them to go back and check.
- Opportunities should be given to the children to correct their spellings through editing (either on own or with a peer) BEFORE work is handed in.
- Learners with **dyslexic** tendencies will need a personalised approach. In order for them to engage in the process rather than passively copy the teacher, one approach could be that the spelling error is underlined and the teacher writes the correct spellings on a list; this means that the child needs to match the correct spelling to the errors.
- Both teachers and children should be alert to any words which have been highlighted as misspelt on more than on occasion. Eg regularly spelling want with an h.

Any spelling corrections identified after this process should be identified in the following ways depending on the ability and age of the child:

- An 'S' next to the word if teacher is identifying the error.
- 'S' in the margin for those in KS2 capable of identifying own error.
- Less confident learners should have the correct spelling written by the teacher to copy 3x.

- In Y6, and Y5 from Easter, dots to be put in the margin and children identify whether they are for Spelling S, Punctuation P or for Grammar G. (This will need to be phased in from the date of this policy.)
- For children with SEN, a personalised approach may be needed.

### Marking for Sense and Cohesion

There is a fine balance between children developing and using a range of skills and the piece of writing actually being interesting to read and making sense. Although this may not be on the success criteria, if a child's writing is not cohesive, it will need addressing sometimes.

### Editing and Reviewing

- It is expected that children are fully engaged with improving their work following the English planning sequence. The use of reviewing flaps if a large chunk of text has been improved is encouraged.
- Children who are working at greater depth standard will be expected to present their work having very few unforced errors, especially towards the top of the school.

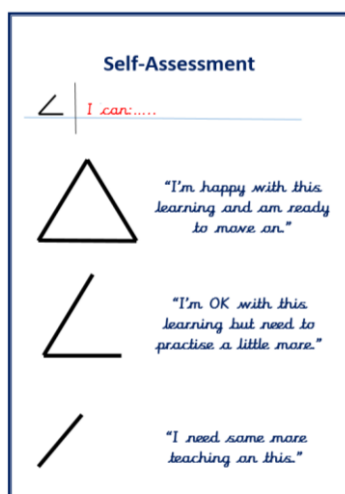
### Children's Responses to Marking

- Children should be encouraged to check their work for errors before submitting it to an adult. This includes Mini Writes and Short Bursts, Topic and Science.
- Children should respond to all **NOW** tasks which direct them to the improvement needed.
- Responses to marking should be written in **purple polishing pen** in English, Topic and Science. In Mathematics NOW tasks should be responded to in ordinary pencil.
- Responses should be their neatest work.
- If the child has responded to the NOW task, then this should be acknowledged by the child with either a tick or their initials.
- Pink dots should be circled and marked with a c if the child has corrected it underneath. (Otherwise it looks like the marking is wrong.) The incorrect first response should not be rubbed out.
- As the children get older, the expectation is that sometimes they will be given specific paragraphs to improve in line with the success criteria, especially after extended writing.
- If a child responds to another child's work, then this should be completed on a post-it note, sticker or a piece of paper (flap) and not written directly in someone else's book. It should include both positive comments and areas to work on.

### Infant Children's Self-Assessment (smiley faces)

Children should have the opportunity to respond to their level of understanding against the WALT. This could be:

- drawing a symbol at the end of their piece of work
- selecting a labelled tray to put their work in.



### KS2 Children's Self-Assessment (triangles)

Children should have opportunities to respond to their level of understanding of their work against the learning objective with a triangle.

This could be:

- in the margin next to the WALT
- in the success criteria grid



## Specific Conventions for English

In addition to the standard codes above, the following pink responses should be used:

^	Something missing
//	New paragraph needed
o	Circle around the mistake/omission for grammar in KS1 or for SEND
S	Spelling error (S in margin for KS2)
P	Punctuation has been incorrectly used (P in margin for KS2)
~~~~~ G	Sentence doesn't make sense (G in margin for KS2)
Nice U	Uplevel this weak word
.	Dot in the margin for Upper KS2 SPG errors

All feedback should be appropriate to the age of the children and the learning task.

In Y4-Y6, this should be written in the margin. In Y3 this practice should start from Easter onwards.

## Specific Conventions for Mathematics

- As a rule, we generally don't expect Think Pink marking in Mathematics. Whilst we acknowledge that there is sometimes a value in next steps marking often, unless it is simply corrections, the 'next step' will need to be part of future or post- teaching.)
- It is important that time is given to correct simple errors.
- Incorrect answers should not be rubbed out but the correction completed next to the error. The pink dot should be circled and a c put next to it to show that it has been corrected. The teacher may wish to give an example or circle the error within the calculation.
- Formation of numbers needs to be corrected by the teacher or child. The expectation is that in EYFS and Y1, desktop number strips should be used and referred to as a matter of routine. Older children who reverse numbers, will need a personalised approach.
- Within pieces of Mathematics, all separate questions must be marked unless there is a repeated mistake that would result in all answers being marked wrong. In this case an appropriate comment should be written indicating that this has been noted and action will be taken to address it. eg asking the child to join a focus group the following day, post-teaching, revisiting at a future date, or discuss the piece of work with the teacher in person.
- Answer stations should be part of everyday practice. This work can be marked by either the child or the teacher but the expectation is that the child corrects the answer using new working out.

## Marking Homework

- The purpose of marking Homework is to acknowledge each child's effort; to acknowledge any comments made by parents/carers; and to note any misconceptions that might have become apparent.
- Next step marking with 'Now tasks' will not normally be used – this is so that the majority of teachers' time can be spent on planning the next sequence of lessons in the core subjects based on the children's work that day.
- It is acceptable for comments such as 'Great effort' to be used for homework tasks.
- Again, Every time I write expectations should be picked up.

## Types of Marking

- i) **Verbal** intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. This should be noted down to record what verbal feedback was given.
- ii) **Light Touch English Book Marking (agreed approach):**
  - Highlight the WALT
  - Success Criteria to be completed by child only
  - No comment expected
  - Light Spelling, Punctuation and Grammar (S,P,G ) eg three spelling errors
  - Obvious ETIW issues to be picked up
- iii) **Focused English Book Marking (agreed approach):**
  - Marking Highlight the WALT
  - Success Criteria to be completed by child and by teacher
  - Green highlighting in text
  - S,P,G at a deeper level
  - ETIW issues to be picked up
  - NOW task written
- iv) **Focused Other Marking** from time to time, the teacher may consider it beneficial to mark work other than writing in a focused way. This is not expected but within the teacher toolkit. eg a focus to address a subject-specific issue. ETIW issues also to be picked up.
- v) **Light marking** eg homework books - acknowledging and recognising attainment, progress, success, effort and/or completion of work. At Courtney, this would look like ticks/dots, highlighting the WALT if appropriate and/or a 'well done' type comment. ETIW issues still need to be picked up.
- vi) **Self-Assessment and Peer Assessment** during which children review their own and each other's learning against the success criteria.

## Teaching Assistants and Marking

In most cases, it is expected that the teacher will mark work. Where teaching assistants have primarily led learning, they should mark work for their group. If appropriate, the TAs may also write NOW tasks. TAs are particularly encouraged to indicate the amount of help given, using the school-agreed codes.

## Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND children. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

## Equality of Opportunity

All children are entitled to have their work marked in accordance with this policy.

## SEND and Inclusion



Effective feedback and marking must be accessible to all children and will reflect their individual needs and abilities. This may mean writing comments for specific children in an accessible colour; it may mean support for children to read comments; it may mean recording verbal feedback and response. Such requirements should be identified in a Pupil's Passport as required.

### Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on children's outcomes. The SLT will also monitor the impact of developmental marking through work scrutiny in both maths and English as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated.

### Appendix 1- Examples of Now Tasks and Next Steps Marking in Writing

Types of Now or 'Closing the Gap' or Next Step Prompts:

1. **Improvement**
2. **Scaffold**
3. **Example**

These can be used in any subject but are particularly valuable after Big Writes.

**CONTEXT :** Write a story about a dog

**WALT** express a character's feelings

**Improvement Prompt:** Add detail about how the dog felt

**Scaffold Prompt:** He barked \_ly and ran round feeling very \_\_\_\_

**Example Prompt:** Choose one of these or use one of your own :

He wagged his tail with joy. He licked his hand. He bounded towards him.

### Improvement Prompts

Draw the learner's attention back to the learning objective. Improvement prompts simply ask for more detail or elaboration without giving any further help. They shouldn't take up much of the teacher's time and work well with children who can work independently.

- **NOW:** Find three places to add complex sentences
- **NOW:** Choose three sentences to rewrite so the whole piece has a wider range of powerful openers
- **NOW:** Rewrite the marked passage so that it includes more emotive language.
- **NOW:** Say more about how the person was feeling
- **NOW:** Tell me more about photosynthesis
- **NOW:** Give more detail of the room's description





- **NOW:** Write a more interesting end to this story
- **NOW:** Your solutions are all correct, but a bit brief. Write the first one in greater detail
- **NOW:** Explain why you think this

### Scaffold prompts

Give more help by focusing on specifics, helping learners to extend their understanding and improve their work. Scaffolding prompts provide a learning framework for children who need more support than a simple reminder. They give specific advice about how to improve the original answer, helping students to extend their present understanding and develop more complex answers:

- **NOW:** 'Tell me more about ...'
- **NOW:** Give more detail about the importance of ... for instance...'
- **NOW:** 'Write a more interesting end to the story. You might consider...'
- **NOW:** 'Re-do this problem. You could try...'
- **NOW:** 'Add sub-headings to your graph so that the reader can see ...'
- A question: **NOW:** Can you explain why? **NOW:** Can you describe how this person is 'a good friend'?
- A directive: **NOW:** Please check your work by..., **NOW:** Describe something that happened which showed you they were a good friend
- An unfinished sentence: **NOW:** The colours in the flag are ..., He showed me he was a good friend when...
- Write a cloze sentence for a child to add to. **NOW:** He barked \_ly running round feeling very \_\_\_\_
- Describe the expression on his face. **NOW:** He was so surprised he ...



### Example prompts

Make suggestions, offer information, give a range of possible answers to choose from.

Example prompts can be extremely successful with all children, but especially with average or below average children. They take longer to write because they make suggestions, offer information or even give the pupil a choice of actual words or phrases:

- **NOW:** 'Try to describe the setting, eg: the house was --- when we went inside (dark, gloomy, unlit)
- 'It might be interesting to know what Shannon did when she touched the ground. Did she look around or hunt for mum and dad?' **NOW:** Write a sentence to let the reader know what she did.
- **NOW:** 'Choose one of these or your own: 'He is a good friend because ... he never says unkind things about me.' "because he never tells me lies.'
- **NOW:** 'Look at the multiplication table. I know that  $5 \times 6 = 30$  so  $6 \times 6 =$ '



- **NOW:** Choose a word. *He walked (quickly, confidently, nervously)*

## **Appendix 2- Examples comments and feedback which offer little guidance unless clarified by further written or verbal explanation**

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was ..... What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: .....	Finish this sentence: ..... (Explaining work)
Fill in the blanks: .....	Fill in the blanks: .... e.g. $2 + 6 = 6$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ....	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

Writing Prompts

Maths Prompts

Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

(after David Hibbert 2013)