

Manor Beach Primary School Marking, Feedback and Presentation Policy

Mission Statement: "Inspiring Minds, Shaping Futures"

This marking policy feeds into the Assessment Recording and Reporting policy.

With an emphasis on Assessment for Learning, marking and responding to children's work form a crucial part of the teaching and learning process at Manor Beach. Verbal feedback and constructive marking can help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the learners are aware of their own progress and how they can improve.

Aim

Within our school we believe a feedback and marking policy, which is shared with both adults and learners will:

- Create a dialogue between children and teacher/support staff or other adults;
- Ensure continuity for the child as s/he moves through the school;
- Signal areas of achievement/areas for development to adults and children to inform future planning;
- Aim to raise the achievement and self esteem of learners by providing them with prompt, regular and diagnostic feedback about their work
- Marking demonstrates the value and respect due to children's efforts.
- The marking policy is discussed with all new members of staff and the practice reflects school policy;

Process

Marking is made against the key learning objectives, which have been identified in our planning although other significant evidence may be recorded where appropriate.

Detailed marking will occur at least once a week for writing activities (English). This needs to provide opportunities for growth to enable learning to move forward. Other marking will be less detailed and will often be supported by oral feedback. Verbal feedback will also be given to the child where appropriate. (Symbol in book)

Marking may provide a record of the processes as well as the outcomes and can show when support was given, resources used, time taken or problems overcome, particularly in Reception.

Marking will be kept up to date and will take place during or straight after a piece of work when possible or as soon after as is practical. This is particularly important where similar work will be taking place and there is not yet a high degree of accuracy or independence.

Monitoring through work sampling, will look for a consistent whole-school approach and provide an opportunity to show that there is clear progression, high expectations and a clear link between the learning intentions as they appear in policies and planning and the outcomes that can be seen in children's work.

Involving Children

Children are made aware of the learning objectives and the purpose of the tasks. Where appropriate the learning objectives are written on the piece of work (either at the beginning or as part of a marking comment) as both a prompt and a record for the child and the marker.

Tickled Pink (see separate guidance for Maths)

Wherever possible, marking will be positive and will always aim to show the child where they have done well. This will be shown in pink on the children's work. Success against the learning objective will be shown by the objective being ticked in pink. (either a single or double tick depending on the degree of success.) Other marking may take the form of individual words being ticked or highlighted, a positive comment (if appropriate) or evidence of criteria on a marking ladder for an extended piece of writing.

Green for Growth

Marking also needs to ensure children can grow and improve, therefore a (limited) number of opportunities for improving their work will be shown in green. This is to ensure the child's learning moves on using an agreed set of marking symbols. This may be through a 'reminder prompt', 'scaffold prompt' or an 'example prompt'.

After marking has taken place, where possible and appropriate, time will be given to the child to improve their own work.

Children will be involved in the marking process by being aware of what is expected of them, what progress they are making and by taking increasing responsibility for, where appropriate, checking and improving their own work. Response to marking by children is to be completed in a purple pen or coloured pencil crayon. Opportunities are also given for children to peer assess against given criteria. This may be in the form of 'Marking ladders' or assessing against success criteria.

Marking will support a learning environment in which it is 'safe to fail' and in which we learn from our mistakes. By valuing effort and thinking our marking, children will become more aware of the difficulties they have already overcome.

Wherever possible, marking will be positive, but where work is unacceptable due to lack of effort etc., responsibility for re-presenting it will be returned to the child.

A stamper or indication will be given when a child has been supported in the task.

Upper Juniors	A stamp will be used when work is 'teacher guided' or an adult has supported the child.
Lower Juniors	A stamp will be used to indicate 'teacher guided', adult supported work or independent work.
Infants	A stamp will be used to indicate 'teacher guided', adult supported work or independent work.

The audience for children's work will be widened in order to demonstrate our respect and the value we give it. Work is displayed on the corridors and on Working Walls

Rewards - Incentive stamps, Dojo's, stickers can be used for all children where appropriate for effort and success.

Supply teachers should mark all set work and return it to the class teacher.

In Maths marking will reflect the needs of this subject. All Maths will be marked in green pen.

Teachers are encouraged to:

- Follow the marking code to show whether answers are correct
- Reflect on whether the objective has been achieved. This will be shown by a single or double tick against the objective.
- Model the correct method or an example of working when there are misconceptions with a concept
- Highlight errors within calculations where appropriate with a circle
- Provide a scaffold to support learning

- Balance oral feedback with written feedback
- Provide an opportunity to move learning on with an additional calculation when appropriate.

Effective marking therefore must:

- Be manageable for staff
- Be positive motivating and constructive for children
- Provide a focus on learning objectives/success criteria;
- Provide both oral and written feedback as appropriate;
- Be written in handwriting that models the school policy;
- Confirms that the learner is on the right track and suggests areas for improvement. Suggestions for improvement will act as 'scaffolding';
- Provide learners with opportunities to assess their own and others' work and give feedback;
- Ensure that learners understand their achievements and know what they need to do next to make progress;
- Allow specific time for the children to read, reflect and respond to marking by the teacher or feedback of another pupil;
- Provide alternative solutions if a learner continues to fail in a given task;
- Help set the next piece of work with other information to adjust future teaching plans;
- Positively affects the child's progress pupil's progress;
- Help set curriculum targets;
- Be consistently followed by teachers and TAs across the school in line with the Marking and Feedback policy;
- Help parents understand strengths and areas for improvement in their child's work.

SPECIAL NEEDS

Marking should motivate and encourage by helping to identify small steps of progress, set appropriate targets and help in overcoming problems.

Where appropriate marking will support targets identified in a child's I.E.P.

Spellings

Our marking of spelling depends on the task and the child but will usually focus on key words or statutory words lists appropriate to the year group. We encourage self-correction where appropriate and seek a balance between correct spelling and fluent writing.

Where appropriate spellings will be underlined in the children's book.

Emergent Writing - spellings will be corrected above the words

KS1 - incorrect spellings will be underlined and the correct spelling written above the word.

KS2 - incorrect spellings will be underlined and sp will be written in the margin. Dependant on the child's ability the correct spelling will either be written or they may be asked to use a dictionary to find the correct spelling.

Children will be asked to write the word correctly 3 times at the bottom of a piece of work.

If a child has copied a word down incorrectly or it is a word they are expected to be able to spell they may be asked to write it additional times in their jotter.

Handwriting

Appropriate presentation is important. (See appendix - Presentation guidelines) Teachers are expected to model handwriting in the classroom and when marking work. Children are expected to work hard with their presentation, especially when their work will be read by someone else. Certificates will be presented in assembly for neat work. Children will have the opportunity of earning a special pencil for neat work. Neat work stampers will be awarded in all year groups.

Monitoring and Evaluation

The Assessment Subject Leader and Subject Leaders are responsible for the monitoring of the policy

- The Assessment Subject Leader oversees the above process and produces an action plan prioritising any changes
- Monitoring through work sampling, will look for a consistent whole-school approach and provide an opportunity to show that there is clear progression, high expectations and a clear link between the learning intentions as they appear in policies and planning and the outcomes that can be seen in children's work. Subject Leaders undertake the work sampling in their subject

Layout Guidelines

Written work should be laid out as follows:

Date in the left hand corner e.g. Monday 4th April 2019

Learning Objective

Title (if appropriate) and underlined with a ruler

Start work

End of English Unit should (where appropriate) have a marking ladder or list of success criteria at the end of the piece of work.

Children should put one neat line through their mistakes ~~and~~

Policy Review

- This policy is reviewed 2 years from the date below
- All new members of staff must understand and implement the agreed policy.

Written September 2019 HDavies

To be reviewed September 2021