

WOODCHURCH ROAD PRIMARY



Marking, Presentation & Feedback Policy

(To be used with Assessment Policy)

WOODCHURCH ROAD PRIMARY SCHOOL

MARKING, PRESENTATION & FEEDBACK

POLICY

RATIONALE

Woodchurch Road Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a supportive but challenging dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

AIMS

- ✓ **To enable pupils, teachers, and parents/ carers to have a shared criteria for the presentation and expectations for pupil's work.**
- ✓ **To provide feedback to pupils, teachers, and parents/ carers in order to improve the quality of learning and future teaching.**
- ✓ **Marking provides a positive opportunity to reinforce good practice, and to highlight targets for further development.**
- ✓ **To provide the opportunity to record positive remarks, and offer simple rewards which can be shared with peers and adults, thus developing a self awareness of 'achievement' hopefully resulting in higher self-esteems and greater motivation!**
- ✓ **It should be used as a form of assessment to inform future planning and periodically as an opportunity to monitor progress and attainment.**
- ✓ **To enable pupils to have regular opportunities to self-evaluate to see if they have met the aims of lesson and are on track for known targets.**

PRESENTATION OF WORK

It is essential that all children should have pride in their work and that it is set out well.

- ✚ All work should be dated. Keystage 2 children will underline, using a ruler.
- ✚ English – Long date (as appropriate for ability).
- ✚ Maths- Short date

- ✚ An appropriate title should be written. This should be underlined in Keystage 2.

- ✚ Key Stage 1 underlined- as appropriate for ability.

- ✚ Teacher's comments will indicate whether a correction needs to be addressed.

- ✚ *Spelling corrections – teachers will highlight a number of misspelt words (no more than five, generally high frequency words). Pupils are given an opportunity to practise these words, at times for homework (as per Spelling policy).*

- ✚ At Keystage 1 children will generally begin new work on a new page
 - as appropriate for ability.

- ✚ At Keystage 2 children will rule off after the last piece of work ready to begin new work.

- ✚ Children will be encouraged to use brackets and a cross around mistakes - neatly.

- ✚ Rubbers will be used, within reason, to correct pencil work.

- ✚ In English when producing an incidental write or a final long write, children will write a line and then miss a line to enable space to edit and improve work.

- ✚ Criteria for presentation of work will be discussed prior to

commencement of work.

- ✚ Pictures should be coloured in pencil crayons or plastic crayons. Felt pens should not be used in books.

MARKING & FEEDBACK -

The marking and feedback process should:

- ✚ **Be consistent:** Use the agreed procedures especially :
 - ✚ 1/Marking Code for writing (Appendix 1) (Make it clear which work is independent (I) or supported (WS))
 - 2/Success Criteria - to be visible in classrooms at the start of lessons.
 - 3/NAG targets on classroom walls or on bookmarks in pupils books.

- ✚ **Be manageable:** Following this structure:-

1/Use the new marking code of E1, E2 and E3 (Appendix 1) -

E1 - In KS1 and LKS2 - E1 Errors can be signposted either in the margin next to the line where the error has occurred or by the actual error. Teachers should use their judgement and when appropriate move away from signposting the errors and follow the procedure for UKS2.

In UKS2 - E1 Errors should not be signposted in the text, they should be written at the bottom of each paragraph with numerical amount of mistakes.

EG E1 - IIII

Children go back to find these mistakes themselves.

E2 - Sentences that need to be rewritten - this is marked with * at the beginning and end of the sentence.

E3 - Sentences which need developing or adding to. This is marked with a ^ and children should rewrite directly underneath the error on the line that they have missed out for this purpose.

- ✚ Allow time for pupil response so that improvements can be made, during that session or the next- using purple pens (see Appendix 2)
- ✚ Provide information, so that planning can be adjusted and assessments informed.

SUPPORTIVE

For children the process should:

- ✚ Allow them to know what is required to be successful; Personal targets, LO and SC are shared at the start of the lesson. (Refer to Assessment Policy.)
- ✚ Provide challenge, encourage them to strive for excellence and to consider if the work matches their ability.
- ✚ Allow them opportunities to self-assess against the LO and/or SC.
- ✚ Provide feedback related to the LO in Foundation subjects, but writing targets should also be assessed.
- ✚ Be positive, motivating and constructive for children and include the use of stickers, stamps, faces and Dojos, where appropriate.
- ✚ Be at the child's level of comprehension and tells the child why the piece of work is good. Use specific details e.g. *I like the way that.....*
- ✚ Not penalise children's attempts to expand their vocabulary
- ✚ Be written in handwriting that is cursive (where appropriate), legible and a model for the child

Marking and Feedback in the Early Years Foundation Stage.

Recording in the Foundation Stage takes many forms and feedback is usually verbal.

In the Foundation Stage marking and feedback strategies include:

- ✚ Verbal praise and advice
- ✚ Stickers, reward charts
- ✚ Written annotations, short and narrative observations
- ✚ Annotation of work and photographs by staff.

When recording in English and Maths books or the online observation records, a comment may be written and shared with the child. All work will have the date, Area of Learning, ways next steps and where relevant the following codes:

I: independent

G: guided

WS: with support

Reviewed - February 2023

Signed : *M Neal*

Appendix 1



WRPS Marking Code



E1	<div data-bbox="564 506 1262 674" data-label="Image"></div> <ul data-bbox="472 719 1358 943" style="list-style-type: none">• A missing comma after a fronted adverbial.• A missing word.• A random capital letter.• A punctuation error - Clauses that go on and on and on and on and on - no full stops or semi colons.
E2	<ul data-bbox="472 1048 1098 1223" style="list-style-type: none">• A sentence that does not make sense.• A sentence that is not your best.• A sentence that needs improving.• A sentence with mixed tenses. <p data-bbox="421 1279 1353 1361">Sentences that need to be rewritten will be marked with * at the beginning and at the end of the sentence.</p>
E3	<ul data-bbox="472 1467 1358 1731" style="list-style-type: none">• A sentence that needs a word/phrase adding for clarification or improvement.• A sentence that makes sense, but could have extra figurative language - simile, metaphor, personification, hyperbole.• An adverb or adjective could be added. <p data-bbox="421 1742 1366 1776">Sentences which need developing or adding to will be marked</p>

	with a ^ and you should write the word above the ^. If you need to rewrite the whole sentence then rewrite it underneath the sentence which is being improved.
HW	<ul style="list-style-type: none"> • Check that you are using a legible joined up cursive style.

GUIDANCE (for staff)

- It's important that we are consistent throughout school ; using same codes but how many / which used will depend on age and ability of pupils.
- Most codes to be used in margin to show where error is - KS1 and LKS2 (teacher *MAY* signpost where error is). In UKS2, E1 Errors should not be signposted in the text, they should be written at the bottom of each paragraph with numerical amount of mistakes.
- Grid to be displayed in class/ books - as appropriate

Appendix 2 - Use of Purple Pen

Process - Teacher gives feedback (written or oral) > Pupils has time to respond using PP (end of lesson / start of next)

- **PP - Purple Pen - Examples of use:-**
- **1/ Check for**
- **2/ Margin suggestions (probably using *Marking Code*),**
- **3/ Suggest a general redraft (older pupils) of all or part,**

4/ Go to teacher for VF.

5/ Spellings and handwriting should be kept to minimum- instead focus on key aspects that will accelerate each pupil's progress in that subject.