Presentation,

Marking and Feedback

Guidelines

Key Stages 1/2

Written: July 2022

Green Gates Primary Academy

Presentation, Marking and Feedback Guidelines

Intent

We aim to ensure that our presentation and marking policy recognises and celebrates every child's achievements, academic, personal and social. Every child will contribute to the whole school ethos, which will reflect the secure and supportive learning environment in which all our children can extend their talents and reach their full potential. We aim for all our pupils to **strive** towards being the best they can be, **believe** that they have the skills and confidence to be successful in the future and **achieve** outstanding progress both academically and emotionally. 'Every child has the right to an education no matter who they are' (Article 28, UNCRC) and as such, we ensure that we adapt our curriculum and marking and feedback to suit the best needs of the individual child.

Aims of the Policy

Feedback should:
- Only be given when it has an educational benefit to the child, for example:
    - Address misconceptions,
    - Consolidate skills,
    - Challenge and deepen understanding,
    - Give opportunities to apply learning to new context,
    - Reflect or evaluate learning
- Relate to the learning intentions which are shared with the pupils
- Involve all adults working in the classroom
- Give recognition and appropriate praise for achievement
- Involve children in the process
- Inform future planning and individual target setting
- Be reflective of the emotional needs of the pupil.

Feedback should not:
- Be for anyone else apart from the children
- Be given as a task that does not make best use of time or move learning on.

This Marking and Feedback Policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF. 2016).

This policy recognises that 'marking' is central to a teacher's role. However, while it is important to note that written marking is only one form of feedback and it offers an opportunity to provide students with clear and specific information, 'a conversation with the child about what they have done well and what they need to do to improve …makes a difference to learning' (M. Myatt 2013). We are acutely aware of the pressures on teachers' workloads and as such, we do not require a comment to be written on what conversation has happened with a child during the lesson, as we are aware that due to the small class sizes, learning conversations will occur frequently.

It is also important to recognise that due to the learning needs of our pupils, it is important that feedback given is relevant to their own academic and emotional needs. For example, a pupil with very low resilience may struggle to receive corrections on their work. As such, the successes should be focussed on over the correction.

Marking and Feedback Guidelines

- When marking work, class teachers and teaching assistants will mark in green pen and children will peer/self-mark in a different coloured pen or pencil – this will distinguish clearly who has marked the work.
- Students will be made aware of objectives to be marked and of the criteria against which success will be judged.
- Marking will be timely, incisive and objective specific.
- Marking will establish a dialogue with students. Success will be acknowledged through green highlighting of the learning objective and consolidation or challenges suggested where appropriate through pink highlighting.
- Time should be allocated frequently to allow improvements to take place at an appropriate time.
- When an improvement has been made the teacher will acknowledge this with a smiley face.   ☺
- Where support has been given the children's books will be annotated with the letters 'W/S' next to the appropriate learning objective and a brief comment if appropriate.
- Marking methods should be applied by **all** staff working in the classroom.
- Marking in English – Success will be acknowledged through highlighting the appropriate learning objective in green, alongside highlighting in green examples of achievement of success criteria in work task, where appropriate
- Marking in maths –Although the purpose of marking is primarily diagnostic, it will also lead to 'next steps' in learning. Examples of independent and/or correct completion of calculations should be marked in green and the pink comment should either consolidate or challenge.
- Marking in Science – The L.O. will be highlighted either with green to reflect successful outcome of task or pink followed by a consolidation or challenge task
- Marking in Topic books – Teachers should highlight using the green and pink system **through** the L.O. In order to support pupils SEMH needs, challenges in

topic books should be around social, emotional and mental health needs. For example, 'Can work co-operatively in a pair.'

Quality Marking

All children's work will be marked regularly.
Children will be expected to have time to respond to challenge or consolidation tasks.
Marking will be appropriate to the needs of the individual pupil.

Peer and Self-Assessment
- Use of response partners.
- Self/peer marking against criteria.
- Marking can be carried out by the children, making improvements as part of the lesson; teachers will acknowledge this.

Monitoring and Evaluation
Monitoring of feedback will take place through a variety of ways:
- Learning walks
- Book scrutinies
- SLT monitoring
- Specific monitoring of feedback
- Governor support
- Teacher mentor sessions
- School to school moderation

Presentation Guidelines

- Teachers should state the Learning Objective (LO) and Success Criteria (SC) in children's books. The LO should be taken directly from the National Curriculum. For maths and English, the LO should be in the specific colour for the key skill. In science, the working scientifically objective will be in the appropriate colour for the key skill. The SC written in bullet points.
- For maths, English and topic the format of the learning objective will be as follows:

Long date Learning Objective:	
Success Criteria: • • •	Self-Assessment:
Challenge: •	

- For Science, the learning objective will also include the 'working scientifically' objective appropriate to the individual pupil's key skill and presented as follows:

Long date Learning Objective: Working Scientifically:	
Success Criteria: • • •	Self-Assessment:
Challenge: •	

- The colours for the key skills are:
  - Key Skill 1-Red
  - Key Skill 2-Orange
  - Key Skill 3- Yellow
  - Key Skill 4- Green
  - Key Skill 5- Blue
  - Key Skill 6- Purple

- Each piece of work must be dated.
- The date should be underlined using a ruler and pencil or included in the learning objective.
- Children should give their opinion on how they found the work using 'self-assessment', included in the learning objective in the book.
- Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line.
- Rubbers should be used sparingly
- The use of pen or pencil, in Key Stage 2, is determined by consistent outstanding handwriting. When moving to pen it must be a black **school** pen.
- A child should not write or draw ANYTHING on the covers of any exercise books.
- A child should not 'doodle' or in any other way mark any of the pages in their exercise books.
- Drawings or diagrams must be drawn in pencil and straight lines drawn with a ruler.
- Titles should be underlined with a ruler
- Due to pupils' processing needs, worksheets can be an effective resource in allowing pupils to scaffold, structure and support their learning. If worksheets are used, they should be stuck in neatly, and trimmed where appropriate.