



# **Presentation, Marking and Feedback Policy**

<b>Approval Date</b>	November 2020
<b>Policy Owner</b>	
<b>Adopted by the Trust/Millbay Academy</b>	November 2020
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**Learning Together | Achieving Excellence.**

## **Aims**

Our Presentation Marking and Feedback Policy will aim to help to:

- Encourage children to take responsibility for the work that they produce;
- Ensure that there is progression and consistency in children's work as they move through the school;
- Ensure that teachers have a continuity of approach and have equally high expectations of their pupils;
- Value children's written and recorded work;
- Value making errors or attempts as part of the learning process;
- Focus on making progress, as individuals, as a cohort and as a school;
- Have a consistent and easy to use marking procedure (with clear symbols and expectations);
- Inform future plans;
- Inform children about the progress they have made and what they need to do next to continue making progress.

## **Equal Opportunities**

The policy of the school is to offer equality of opportunity to all children irrespective of race, gender, or background, and to cater as far as possible to the individual needs of all children in respect of their capabilities, interests and expectations.

Millbay Academy takes into consideration the following articles (from The United Nations Convention on the Rights of the Child) in respect of children's rights through our marking and teaching of presentation:

- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

## **Presentation**

### **Presentation Procedures and Best Practice**

Books are the main records and evidence for what staff and children do daily and should be treated accordingly. High expectations of presentation, for children and teacher's own presentation, will be upheld by all.

### **EYFS**

- Each piece of work is dated (by an adult until it becomes appropriate for the child to complete this themselves) at the top of the piece of work on the left.
- The short date is used (in the form DD.MM.YY)
- Children should write or attempt to write their name on all pieces of work (this can be annotated by an adult if not yet legible).
- Work should be annotated to describe the process the child went through to produce the work or their comments as they produced.
- When children are producing writing (not independent writing), paper should have lines provided and verbal feedback should be given. The verbal feedback should be indicated in writing by the teacher.

## **Key Stage 1**

- Each piece of work is dated at the top left of the piece of work, by the child, and underlined with a ruler.
- Short date used for all subjects (in the form DD.MM.YY)
- Each piece of work has the Learning Intention, written as a 'Can I' statement for the lesson indicated (this is to be printed on a sticker and stuck on the top left hand side of the page)
- Children can respond to LI next to sticker, using colour symbols  
Green - confident  
Amber - unsure  
Red - I need help
- All exercise books have stickers on the front centre indicating the child's name, the subject and their year group.

## **Key Stage 2**

- Each piece of work is dated at the left of the piece of work, by the child.
- Long date used in all subjects except maths, where the short date is written.
- Each piece of work has the Learning Intention for the lesson indicated. At the beginning of Year 3, this can still be printed onto a sticker and stuck in. However, by the summer term of Year 3, all children should be able to copy the learning intention from the board. This will come after the date, on the second from top line of the page and should be underlined with a ruler.
- Children can respond to the LI using colour symbols  
Green - confident  
Amber - unsure  
Red - I need help
- All exercise books have stickers on the front centre indicating the child's name, the subject and their year group.
- Worksheets should be trimmed and stuck in neatly.
- Diagrams are to be drawn with a pencil and if appropriate with a ruler.
- Leave at least one row/ column of squares between calculations.
- Where children have acquired a 'Pen Licence', they may complete some pieces of work in blue pens (available from the SLT).

Worksheets should:

- Not have other logos e.g. twinkl
- Be trimmed and stuck in neatly
- Include the date and LI as a 'Can I' if appropriate
- Use the percussive font if possible

Copies of presentation guidelines and good examples should be displayed in classrooms.

## **Handwriting Procedures**

All staff should refer to the Handwriting Policy to see guidance on teaching handwriting and presentation skills.

## **Marking and Feedback**

Marking and feedback is a vital part of assessing pupil's progress and attainment and when done correctly can result in accelerated progress of up to 8 months (Education Endowment Foundation).

Because marking must fulfill desired outcomes for assessment of pupil performance, it is necessary to have a school agreement on how this takes place.

Our philosophy is that marking should ensure that pupils know what they're doing well and their next steps to improvement. Children are encouraged to develop fluency and master elements of the curriculum in a deep and meaningful way.

It should be noted that at Millbay Academy, we use Learning instead of Work, when describing children's outcomes. This promotes the concept of lifelong learning that should not be a chore.

### **What is feedback?**

Feedback is the term used to describe an activity in which a pupil engages in discussion (either orally or written) about strengths, weaknesses and learning points of a piece of learning, thus reflecting on the process as well as the outcomes.

### **What is marking?**

Marking is the written form of feedback, in which school agreed systems and symbols are used in order to maximise impact.

### **Key features of quality marking and feedback**

#### **General feedback:**

- Feedback reinforces the high expectations we have of pupils.
- Feedback should have a positive effect on pupils' progress through increased understanding, motivation and self-esteem.
- Feedback must probe for deeper understanding and challenge the child to think more deeply and make links in their learning.
- Feedback should encourage and support further effort and be meaningful; it provides specific guidance on how to improve and not just inform pupils when they have got something wrong.

#### **Written feedback (marking):**

- All learning recorded will have a "Can I ...?" statement as a heading to remind the child, parent and teacher of the learning intention. Effective sharing of the learning intention will be; 'By the end of today's lesson you will all know / be able to / understand...'
- Written marking will, on most occasions, relate to the key learning intention of the lesson, but it might also refer to a specific issue related to the child's learning within that particular piece of learning.
- Children are taught that marking is a positive way for them to be challenged in order for them to make progress.

- Written marking comments are encouraging and indicate what the pupil should do next to promote deeper thinking and understanding.
- Children are given opportunities to read all marking and they are expected to comment and respond to it in order to evidence that they have read, understood and learnt from it.

### **Written Feedback: Sustainability and Workload:**

Marking **must** be regular for all children in order to ensure sustained progress; therefore, all teachers must give time to this vital part of assessment for learning. Finding time for marking can be challenging, but teachers must remember that long dialogue is unnecessary. The complexity of the marking comments will depend on the following considerations:

- Age of the children.
- The learning Intention
- The phase of teaching.
- The subject being taught.

Furthermore, once children know the marking symbols, written feedback can be reduced to a short challenge or question: sustainability and workload are key considerations.

### **Effectively managing the marking workload:**

- Wherever possible, written feedback (marking) can take place alongside the child, but we understand that this becomes more difficult as the age and output of the children increases.
- TAs can support with marking when the marking is purely summative (e.g. maths test questions).
- Where many children will receive the same marking comment, a printed version can be produced. This must however be identified through the use of a green box and green font.
- Teachers will plan quality time for children to read and respond to their marking comments. Regular response time involves children as active learners and their learning should move on as a result.
- The expectation is that as children progress through the school, they will respond in more detail and the vital dialogue between learner and teacher will develop further.

## **Written Feedback**

Marking work regularly is a non-negotiable at our school and the marking of children's books is monitored regularly. We expect all work in children's books to be marked daily. To help us to be consistent in our practice, we ask everyone to follow these guidelines.

There are two kinds of marking:

- 1. Acknowledgement marking**
- 2. Quality deep marking**

Every child will receive at least two pieces of quality deep marking per week in English and two in mathematics and one piece rotated across the other subjects in a week. For some identified target pupils, this will be three pieces per week in English and mathematics and two pieces rotated across the other subjects in a week. All work in reading response books will be acknowledge-marked and children will receive quality deep marking at least once per week.

### **1. Acknowledgement marking**

- Acknowledgment marking shows a child that a teacher has looked at their work and gives the teacher the opportunity to pick up any misconceptions.
- Acknowledgement marking is most effective if used on closed tasks or exercises where the answer is either right or wrong. This type of marking refers to a single comment or other codes we use (see marking codes in appendix) which acknowledges work and may indicate they need to adjust a spelling or calculation.
- Marking stickers can be used to encourage children to reflect on their learning/work.

### **2. Quality deep marking**

Quality deep marking should:

- Be linked to the learning intention;
- Acknowledge the successes in relation to the learning intention;
- Provide guidance on the next steps for improvement;
- Prompt the child to make an improvement to their work;
- Engage the teacher and child in dialogue about learning;
- Relate to individual targets, if appropriate.

When Quality Deep Marking, teachers:

1. Read the entire piece of work.
2. Provide legible and carefully worded comments that:
  - Provide example/s of where the child has met the learning intention - in green pen
  - Provide a focused comment/s which will help the child to 'close the gap' between what they have achieved and what they could have achieved – in green pen

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been quality marked, time is allocated for pupils to read and make their improvement based on the suggestion. Time is allocated on timetables from Years 1-5 for this to happen when the children arrive in the morning before 9am. It may also be necessary to find other times in the day.

Close the gap marking may take the form of:

- Reminder prompts – Remind the child of the checklist from the working wall. What else could you say here? Is this a powerful verb? Explain this for me... Why do you think...? Why did you...? What do you think would happen if...? What if...?

- Scaffolded prompts – Model what the child needs to do (e.g. What was the dog's tail doing? Describe the expression of the dog's face; Can you tell me two things you know about even numbers?)
- Example prompts – provides examples. This type of prompt will often give the child a choice eg. use one of these words instead of bad – ferocious, terrifying, evil.

### **Marking responses**

Pupils must be given time to respond to all quality deep marking promptly, ideally before the next lesson. In some subjects where there is a bigger gap between lessons, all marking must be responded to within one week. All pupils' responses to teacher's marking must be promptly marked, initialed and dated.

## Marking Procedures and Best Practice

### EYFS



Feedback about children's work in the EYFS should always be given verbally. A simple record of this verbal feedback should also be recorded in writing for the teacher's information, and for the information of others, for example parents. This should not be lengthy, as children will not be able to read it and should merely be a record of what has been communicated to the child verbally.

Children complete a piece of adult directed writing and maths work at least once per week and each child is given a next step target to work on during their next piece of work.

### Key Stage 1 and 2

All written or recorded work must be marked. If work is unfinished, it may be marked and children can continue to complete the piece after the teacher's marking. Teachers should use the Learning Intention and/or the Success Criteria as the marking criteria for a piece of work. This should be shared with the children to help them think about and focus on what they are trying to achieve. Teachers must have high expectations of their pupils and should encourage them to transfer skills learned in one area to another, (e.g. if children have neat handwriting in English, it should be expected in all other areas). To this end, if children's presentation is such that it affects their ability to meet the Learning Intention, then a marking comment related to presentation is appropriate. Marking comments may also refer to any key points specific to a child, such as their individual target.

Marking comments must be specific and should address what is good about a piece of work (e.g. Good, you have used a range of connectives like 'meanwhile' and 'therefore'). Comments must be both positive and constructive. Marking will always start with a positive comment, relating to the Learning Intention and/or Success Criteria. Then comments must

include a next step (  ) to help the pupils make progress (e.g.  – *full stops for the end of every sentence*).

All marking should be in GREEN ink, to stand out clearly and to aid consistency across the school.

Teachers must remember that their written comments act as a model of how to write for their pupils. Written comments should be neat, written in the cursive style, written in sentences and punctuated appropriately.

Verbal and immediate feedback is the most valuable to children and should always be given within the lesson where possible. Written marking can be a written record of this, and it can be indicated that it has been given by recording the letters VF – for verbal feedback (e.g. VF – using finger spaces).

Children need to be given time to look back at the comments and make corrections or amendments to their work. This time should be planned for (e.g. at the beginning of the morning or afternoon session, at the start of the next lesson or in a designated lesson for responding to feedback). Children should also be given time to self-assess, to take stock of their achievements and see what they need to do next to continue to make progress. Pupils marking their own and peers' work can help children to be more familiar with the success criteria. Children need to be shown how to do this first of all and it needs to be planned for. It is important that teachers discuss with the children the importance of assessing each other's work as part of supporting each other's learning. Children's feedback should be written in pencil and recorded on peer feedback stickers.



### **Marking of home learning**

All pieces of home learning will be acknowledge-marked before books are re-sent home the following week.

More information about marking can be found in the 'Marking Agreements for Key Stage 1 and 2', which are included in the appendices.




### **Marking Symbols:**

Millbay Academy uses the following marks and symbols for marking a piece of learning. How the marks and symbols are used will be dependent on the age of the children and the type of learning being marked.

All teacher's marking is in green pen so children clearly know it is from the teacher and children respond accordingly.

So that progression in understanding is clear, any errors which are identified within the teacher's marking are clear.



### Marking writing:

	Spelling error for a word that the child is expected to be able to spell accurately. The teacher will then write this word spelt correctly for the child to write out three times and learn to spell.
○	Punctuation mark error (such as capital letters or commas)
?	Something doesn't make sense.
//	A new paragraph is needed.
^	A word or sentence has been missed out.
( )	Either duplicated or unnecessary words.
↔	Up to margin.
 for KS1 ↔for KS2	More space needed between words.
S	Supported by an adult.
C or VF	Conferencing or Verbal Feedback
	What the child needs to do now.

### Marking Maths

#### Maths learning opportunities and feedback

In order to help further clarify the purpose of any questions completed in children's maths books, the following key is adhered to:

	Correct answer.
Ch	Incorrect answer, needs revisiting. (check)
VF	Verbal Feedback
	What the child needs to do now.

## Peer & Self-Assessment

Being able to assess your own or someone else's work and give feedback are important learning skills and we teach children to do this by modelling and asking them to respond in a similar way to their teachers and teaching assistants.

To enable peer and self-assessment, every lesson must have a learning intention/learning question and checklist where appropriate which are discussed with the children. This is done once a week per subject. This will be presented to children on a sticker and the children respond underneath the sticker in their books.

When peer marking:

- Ground rules should be decided as a class and adhered to;
- Children should point out positives first and then suggest a way to improve the piece but only against the learning question;
- Encourage a dialogue between the children rather than one child being the 'teacher';
- Child should use a blue pen if marking their own work.
- Ensure they write neatly in their partner's book.



Learning intentions are presented to pupils as learning questions at the start of each lesson, for example 'can I use the correct operation to solve a word problem?' Sometimes the same learning intention/learning question might stretch over a number of lessons.

**Moving learning forward through effective questioning feedback and marking:** Written marking comments should be relevant. 'Good' or 'well done' means little on their own. Use comments which makes children think more deeply about their learning.

For example:

- What would happen if...?
- Convince me...
- Explain...
- Prove...
- What do you notice... ?
- What impact would... ?
- How could you use... ?
- How did you work that out?
- What is he really saying?
- What do you think....?
- What makes this a good...?
- Which part of the story...?
- Why do you think that?
- What makes this a good ...?
- What could we do to improve this ...?
- What do you think ...?
- What do you think would happen if ...?
- Which part of the story...?
- Which words/phrases tell you that...?
- Can you explain why?
- Explain why the writer has decided to...?
- Give 2 pieces of evidence that show...
- How do we know that?
- What is he really saying?
- How else would you ...?
- Which is more important?




**Additional notes:**

- Initials at the bottom of the page indicate that a student teacher, teaching assistant or cover teacher has marked the learning.
- A chart of marks and symbols will be displayed in each classroom and every child will have seen it.




## **KS1 Marking Agreement**


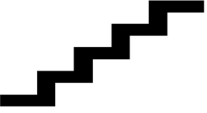
1. Marking and feedback in KS1 is seen as an ongoing dialogue between teacher and pupil. It aims to build pupil confidence, support their ability to self-reflect and correct and build in their learning.
2. In our team we will mark all children's work daily. As part of our planning, we will plan to mark at least two pieces of english and maths and one of science/humanities, in greater depth, with improvements/ next steps for children to carry out.
3. In our school we always model high standards of presentation and all marking is completed in cursive handwriting, as per the school handwriting policy.
4. Within our in depth marking we will always assess the success of the children with the lesson and move on or consolidate their learning by providing a challenge in the form of a next step.
5. In our team we will use the following symbols: See diagram/sheet below.
6. All children will have the chance to read and respond to their marking. This will be planned for by the teacher and will happen at least once a week.
7. There is an expectation that after each assessed writing session (4 per term) the children will respond to marking in the form of an evaluation.
8. To support and document the impact from all adults, TA stampers will be used when an adult has supported a child within a lesson.
9. Learning intention stickers will be used for each session and where possible/ appropriate, the success criteria for that lesson will be added to the label for children to use to self-assess and to aid the teacher in their marking.
10. Phonic skills and development will be prioritised, facilitated and encouraged throughout the entire curriculum and will be referenced in marking, particularly for those at an early stage of writing.



**Marking writing:**



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	Correct answer.
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	What the child needs to do now.

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