

Lady Katherine Leveson CE Primary School

‘Joy to the World’

Feedback, Marking & Presentation Policy

March 2021

Approved by LAB: March 21

Next review due: March 24

'Joy to the World'

'Make a joyful noise to the LORD, all the earth; break forth into joyous song and sing praises!' Psalm 98:4
Celebrating together the richness and diversity of life throughout the world; global citizens within our community and beyond.

2. Values



We value all of our children for who they are and for the talents and interests they bring with them. Our school values are the cornerstones for our vision, helping us to nurture and develop our pupils as lifelong learners and good citizens, who will contribute to making strong communities and a better world.

3. Rationale

The purpose of this policy is to make explicit how teachers should organise and mark children's work at Lady Katherine Leveson CE Primary School. All members of staff are expected to be familiar with the policy and to apply it consistently. It explains how feedback is given. This policy also sets the expectations of presentation throughout school.

4. The Learning Journey

The Learning Journey It is clear that when the pupils are able to evaluate their own learning accurately they become more confident learners and make better progress. It is the responsibility of the teacher to ensure that the learning journey is made very clear for all pupils, organisation of work and marking and feedback are two key strategies for securing this.

4. The Learning Intention

Learning intentions should be:

- written in the first person
- skill based and transferable, covering the main learning intention of the lesson
- written or glued at the top of page at the place where the work for the day is beginning, or printed on top of any worksheets

5. Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Work will always be acknowledged by the teacher.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feed forward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

These practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching within the course of the lesson • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support of further challenge • May re-direct the focus of teaching or the task 	<ul style="list-style-type: none"> • Lesson observations / learning walks
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of self – and peer- assessment • Quiz and test results may be recorded in books or logged separately by the teacher
Feed forward into the next lesson	<ul style="list-style-type: none"> • For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work. • Actions are analysed daily and errors and misconceptions addressed in subsequent lessons. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence in books of pupils editing and redrafting their work
Summative	<ul style="list-style-type: none"> • 'Check it' activities • End of unit or term tests or quizzes 	<ul style="list-style-type: none"> • Check it activities in books • Quiz and test results

6. Organisation of Work

EYFS When using books, pupils are to write on every page. Marking and feedback procedures should be modelled through shared work and plenaries, in order to prepare them for transition into the next key stage.

KS1 and KS2 All subjects: Pupils write on every page of their book, marking and feedback is completed alongside the work.

7. Marking & Feedback

Annotations: Green is used to mark any work.

Green = Use a green highlighter to pick out parts of the success criteria, relating to the LI, that have been achieved.

Pink = Use a pink highlighter to show an area for development. This might be a misconception or insecure learning. It may be appropriate to give a gap task or extended challenge.

Sp = Spelling

// = New paragraph

∧ = Word missing

Non-negotiables: These are skills that are expected to be correct within the relevant year group. For example: use of capital letters and full stops to demarcate sentences, or words from the relevant year groups spelling list. See Appendix 1.

Errors may be indicated by underlined words / passages. For some pupils it will not be appropriate to annotate all errors; as a minimum, the teacher should annotate errors which must be addressed in the response time. When marking mathematics, incorrect answers may be indicated with a dot rather than a cross, to encourage pupils to look again.

All comments should be written in prose and in Standard English; acronyms should be avoided at all times.

The teacher will sometimes outline what they want the pupil to do next before moving on to the next learning experience during the 'response time' at the start of the lesson. These should consist of one or more of the following:

- An open question, or specific closed question.
- A direct instruction
- Practise / spellings

Pupils are given time to respond to the marking in their books. This should be a well-structured, focused experience for the pupils. Responses should be checked by staff.

Marking and feedback may also comment on presentation, if appropriate, and be designed to ensure that pupils are maintaining high standards at all times. Poor presentation must be addressed.

Peer assessment must only be used where the teacher is certain that pupils are aware of how to give constructive feedback. Rarely should pupils be writing on another pupil's book.

Worksheets should only be used occasionally. Templates can be used to aid presentation style e.g. a postcard outline. Where worksheets or templates are used they should be trimmed prior to sticking into books.

Teaching assistants Teaching assistants will maintain the same routine as is outlined above but initial where they have marked. Comments written by the teaching assistants should be explicit and outline the intervention they shaped and the impact this had.

Standards for presentation: Pupils should be taught to cross out errors with one straight line. All worksheets or templates should be trimmed and stuck in. All handwriting should be neat, consistent and legible, following the agreed handwriting scheme. When a consistent cursive style has been achieved, pupils should use fountain or handwriting pen unless their provision plan states otherwise. By year 4 all pupils are expected to use pens in all lessons with the exception of maths. Pupils who do not maintain the expected standards of presentation may be returned to pencil until standards improve. Pupils should be encouraged to take pride in their presentation and treat books with care.

Appendix 1 – Non-negotiables

Year 1	<ul style="list-style-type: none">• Capital letters for the beginning of sentences and proper nouns.• Full stops to demarcate sentences.• Correct letter and digit/number formation.• Handwriting evenly sized and spaced.• Start on the left, write left to right.• Write on the lines, with appropriate ascenders and descenders.• One digit/number to each square in maths books.• Phonic knowledge and known graphemes applied.• Spellings from Year 1 spelling list, correctly used. In addition to all previous year's spelling lists.
Year 2	<ul style="list-style-type: none">• Capital letters for the beginning of sentences and proper nouns.• Punctuation as appropriate for year group.• Correct letter and digit/number formation.• Handwriting evenly sized and spaced. Beginning to join letters in line with handwriting scheme.• Start on the left, write left to right.• Write on the lines, with appropriate ascenders and descenders.• One digit/number or number to each square in maths books.• Phonic knowledge and known graphemes applied.• Rulers used when drawing lines.• Spellings from Year 2 spelling list, correctly used. In addition to all previous year's spelling lists.
Year 3	<ul style="list-style-type: none">• Capital letters for the beginning of sentences and proper nouns.• Punctuation as appropriate for year group.• Correct letter and digit/number formation.• Handwriting evenly sized and spaced, and joined in line with handwriting scheme.• Write on the lines, with appropriate ascenders and descenders.• One digit/number to each square in maths books.• Phonic knowledge and known graphemes applied.• Rulers used when drawing lines.• Spellings from Year 3 spelling list, correctly used. In addition to all previous year's spelling lists.
Year 4	<ul style="list-style-type: none">• Capital letters for the beginning of sentences and proper nouns.• Punctuation as appropriate for year group.• Correct letter and digit/number formation.• Handwriting evenly sized and spaced, and consistently joined, in line with handwriting scheme.• One digit/number to each square in maths books.• Phonic knowledge and known graphemes applied.• Rulers used when drawing lines.• Spellings from Year 4 spelling list, In addition to all previous year's spelling lists.
Year 5	<ul style="list-style-type: none">• Capital letters for the beginning of sentences and proper nouns.• Punctuation as appropriate for year group.• Correct letter and digit/number formation.• Handwriting evenly sized and spaced, and consistently joined, in line with handwriting scheme.• One digit/number to each square in maths books.

	<ul style="list-style-type: none"> • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines. • Spellings from Year 5 spelling list, correctly used. In addition to all previous year's spelling lists.
Year 6	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns. • Punctuation as appropriate for year group. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced, and consistently joined, in line with handwriting scheme. • One digit/number to each square in maths books. • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines. • Spellings from Year 6 spelling list, correctly used. In addition to all previous year's spelling lists