





## **Marking, Feedback and Presentation Policy**

The aim of this policy is to ensure we have a clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Marking and feedback must not become onerous as this is not beneficial. Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### **Non-negotiable marking and feedback procedures**

- **Adults** will mark a selected group during lessons through live marking and responding. Make brief comments to ensure child acts instantly on feedback. Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.
- **Adults** will use the steps symbol during the session  in books as part of live marking. They will use this symbol and also add next steps including open questions once a child has completed the task.
- **Adults** will only use black to mark in books. All marking is to be done in a clear legible handwritten style aligned to the school handwriting script.
- **Adults** to use the spelling snake symbol underneath an incorrectly spelt words  If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

- **Adults** will write 'G' for guided into books of children who have had modelled input (where it is not apparent in black pen).
- Marking across the week should cover the whole class but not every book needs to be marked every day. If children don't get feedback in book ensure children get oral feedback within the lesson. Live marked work **does not** need to be marked again.
- **Adults** to use **green highlighter** to identify if something is correct (**maths**) or is a strength of the work (**other subjects**).
- **Adults** to use **purple highlighter** when they want a child to review this aspect of their work.
- In the Foundation Stage, marking may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.
- **Children** will use 'purple polishing' (**purple pen**) for self editing/ responding to teacher and peer feedback.
- **Children** will use 'buddy blue' (**turquoise pen**) pens to respond to peer work. Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement.
- **Children** to be given sentence starters which will be visible during peer response sessions to support quality feedback e.g You have used a range of.... Try to write... Could you use...
- **Children** to record clear and succinct learning objectives at the start of a piece of work. Learning objectives should **not** be task based.

## PRESENTATION OF WORK

### AIM

We aim to be consistent in the presentation of children's work across all years so that children demonstrate a pride in their work. To achieve this:

- All children from Year 1 to Year 6 will use cursive handwriting, which will be practised frequently.
- Early Years will assess when Reception children have sufficient letter understanding and will then teach cursive handwriting.
- From the beginning of KS2, children will write in pencil until it is appropriate to write in pen, which will be provided by the school.
- The date will be written on the left hand side of the page.
- Children should miss a line to indicate a new paragraph.
- When a mistake is made, a **single** cross will be drawn next to the mistake e.g x

Signed by the Chair of Governors  
26/09/19

A handwritten signature in cursive script, reading 'P. A. Lewis', with a long horizontal flourish underneath.



## How has my learning been marked?

	This means you have a next step which you need to carry out to improve your work. Use purple polishing pen to make these improvements.
	If any work is highlighted or underlined in green, this shows good work has been achieved.
	If any work is highlighted or underlined in purple, this shows this needs checking and then correcting or improving
	Spelling mistake - please correct using purple polishing pen. Use a dictionary if you are unsure.
	This work has been supported by an adult who has modelled examples to help me access learning through a guided approach (G).
<i>Pupil response</i>	
<i>Self-editing</i>	When I want to improve my work I will use <b>purple polishing pen</b> to ensure that is the best it can be. If an adult asks me to check something, edit something or gives me a next step I will carry this out in my purple polishing pen.
<i>Peer marking</i>	At times one of the members of my team will be asked to look over my learning and suggest where I can improve. They will use a <b>buddy blue pen</b> to carry this out. They might use sentence starters such as... 'You could now improve this by...' or 'Check for missing...' or 'Add....to make your work clearer/better'