Feedback, Marking and Presentation Policy

St Nicholas CE Primary School
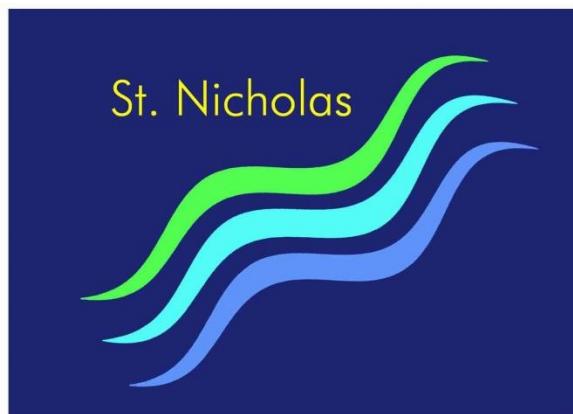
Approved by:	St Nicholas CE Primary School	Date: April 2016
	School Staff and Governing Body	
Last reviewed on:	April 2018	
Next review due by:	April 2020	

One of the most effective uses of a teacher's time is in giving good feedback - which should be specific and encouraging.

(Sutton Trust May 2011)

1. Rationale

At St Nicholas C of E Primary School we believe that each child is an individual whose needs we seek to meet appropriately through planning, assessment, motivation and encouragement. As an integral part of this philosophy we aim to give written and oral feedback to children in ways that will improve their learning and help them to understand their progress, achievement and their next steps. When children become involved in the process, through self and peer marking/feedback, it enables them to perceive themselves as learners, as well as identify and take responsibility for the next steps in their learning. We also believe that the most effective feedback involves a conversation or dialogue that focuses on the quality of the learning rather than comparison with the work or achievements of others.

2. Aims

- To assess and monitor learning.
- To enable teachers to plan and provide an opportunity for every child to reach their potential.
- To enable children to recognise what they do well and involve the child in reviewing their work and raising their own achievement.
- To help children improve through constructive oral and written feedback based on next steps.
- To facilitate a dialogue between teacher, child and parents.
- To encourage and motivate children to achieve of their best.
- To provide recognition, praise and encouragement.
- To identify children who need more support or challenging work.
- To model the processes of self and peer evaluation so over time, children are able to take responsibility for their learning, next steps and support peers.
- To ensure consistency of approach throughout the school.

3. Guidelines

- For feedback to be effective it needs to be related to the learning objective of the lesson and success criteria.
- Meaningful and age appropriate for the child.
- Whenever possible, marking and feedback should take place alongside the child.
- Marking should be used to inform future planning.
- Areas of success should be identified and suggested areas for improvement.
- Children should be encouraged to self or peer mark.
- Children must be given the time to read and respond to marking.
- Feedback should be applied consistently by all staff across the school, but developmental across the age range so KS2 practise builds on that in EYFS and KS1.

3.1 Our feedback will include:

- Verbal and written feedback as appropriate
- Links to the learning objectives of the lesson
- Specific focused marking
- Feedback about what has been done well and the identified next steps
- Use of agreed codes
- Annotation to show if the work has been supported
- Early stages of writing may be annotated by an adult.

3.2 Oral Feedback

Oral feedback, which is immediate, is very powerful and often more effective than written feedback. Oral feedback will be used throughout a lesson. Teachers will always ensure that children who are unable to read written comments are given oral feedback. When children have had a discussion with a teacher VF will be written on their work to show that verbal feedback has been given.

3.3 Written Feedback, Success and Improvement Marking

Teachers mark work using green pen only. Written feedback should be clear and developmental making use of improvement prompts (reminder, scaffold or example) as necessary. For each piece of work, staff will identify if the learning objective has been met. As appropriate, highlighters will be used to identify aspects of the learning objective which has been met and areas where improvements can be made. (Tickled Pink and Use it Yellow) (see appendix A).

NB Tickled pink and Use it yellow should always be used to mark wizard writing.

Sometimes success criteria will be used to support marking, this will be the professional discretion of the teacher. These should be treated as opportunities for improvement and a focus for teaching and support. This is particularly important as children begin to experiment with more complex punctuation, vocabulary and calculations, as mistakes which are not corrected can become learnt. As appropriate, variety of codes will be used to mark children work. (see appendix A).

Children are given time to act on the teacher's comments. Any improvements are written using a purple pen/pencil.

3.3.1 Closing the gap prompts

These prompts may be written or oral, as appropriate.

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria ·
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Examples:

LO: to use adjectives to describe

Reminder prompt: *You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?*

Scaffold prompt: *What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a .... monster. With teeth like...............*

Example prompt: Instead of the word 'bad' you could use: terrifying, ferocious, spine-chilling.

LO: To identify the calculation needed to solve a problem

Reminder prompt: *You've used addition to calculate the correct answer. Try using multiplication to calculate.*

Scaffold prompt: *3 bags of sweets at 25p each. Instead of 25+25+25=You could do 25x ? =*

Example prompt: *6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - 6x10= or 10x6=*

3.3.2 Self/Peer Marking and Assessment

With training and modelling by the teacher, children are encouraged to mark their own and each other's work. As they mature pupils are taught to identify positive aspects, success against learning objectives, and where improvements can be made as part of a peer to peer discussion or written if appropriate.

Children are encouraged to self-assess to demonstrate their level of understanding and how successful they feel they have been. A variety of self-assessment techniques will be used including score out of 5, smiley faces, traffic lights or non-written feedback to the teacher at the end of a lesson. From this, teachers will be able to identify those children who can complete the learning objective confidently and could explain it to someone, those who understand but need more practise and those that need more support to achieve the learning objective.

4. Presentation of Work

To ensure consistency and neat presentation throughout the school, children will:

- Use pencil or black pen (when a pen licence has been awarded) for writing
- Use pencil for mathematics/diagrams
- Write the date on the left had side and learning objective at the start of each piece of work
- Underline the date and learning objective using a ruler
- Full date to be written in English and short date for maths
- Always use a ruler to draw straight lines
- Use 1 digit per square when using squared paper for Maths
- Cross out errors using one neat line.
- Use TT in the margin as appropriate to show the time allocated for an activity.

5. Monitoring & Review

This policy will be reviewed every two years.

Marking and Presentation Policy: April 2016

Reviewed: April 2018

Review: April 2020

Signed Chair of Governors:

Appendix A

Feedback and Marking

Feedback and marking will be given at an age and stage appropriate level and marking codes will be used as needed.
- Short or long date to be written on the left hand side of the page and underlined.
- Title to be underlined and written as the learning objective .

LO ✓ Learning objective has been achieved	**LO —** Learning objective has been partly achieved
Tickled Pink **Use It Yellow**	**Highlighting, as appropriate, in writing** **Tickled Pink:** Well done, examples of LO, Good use of vocabulary, punctuation… **Use It Yellow:** make it better
Next steps or target comment	Next steps ✋ Remember finger spaces (Aa) Remember capital letters ▪ Remember full stops ▫ Remember robot voice
sp <u>becuase</u> Wrong spelling.: Correct spelling to be written in the margin or underneath	he ran away Missing or wrong punctuation
said Rethink word: Write a new word in the margin or underneath	• ○ Wrong answer
∧ Missing letter or word	// New paragraph needed
VF Someone spoke to during the lesson or after the lesson	**HP** Collect a house point for this work
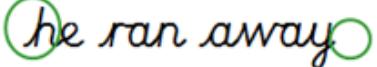
Who did I work with?	
I Independent work	**S** An adult helped (Initial and any resources)
B A buddy helped (Initial)	**S*** I had lots of adult help (Initial and any resources)

Other marking information	
Purple Pen I will mark my work , correct my work or write to the teacher using a purple pen/pencil.	
Self Assessment Faces, score out of 5, marking against SC	
ST Marked by a supply teacher	**TT** A time target—how long I had to work on the piece