



Ysgol-Y-Graig Primary School

Marking, Presentation & Feedback Policy

Headteacher: Mr. D. Anstee

Chair of Governors:

Date Approved: _____

Date of Review: _____



**Policy on Professional learning
Ysgol Y Graig Primary School**

1. Introduction

We believe that marking is about responding appropriately to learners' work, praising and identifying good aspects as well as highlighting the way forward in order to improve. It should inform future planning, provision, support and challenge to ensure that every child has the tools and opportunity to thrive.

Effective feedback can have 21 months progress in 12 months, i.e. a potential gain of 9 months. (Prof. J. Westburnham)

Much of our response to learners' work can be found in books and on display. A great deal of our work is practical and much response is verbal; a great deal of verbal praise and identification of next steps will be given. We use our judgement as professionals in a constructive way in order to take learners forward.

From the evidence of learners' performance we ask:-

- What does it tell me?
- How can we use it?
- What are we going to do next?

2. Purpose

The purposes of our marking policy are:-

- To provide feedback in order to aid learning
- To recognise, encourage and reward pupils' progress and effort
- To provide a record of pupils' progress
- To encourage Learners to strive for improvement
- To give direction towards the next step in learning
- To achieve continuity in our responses throughout the school
- To show that the teacher has reviewed the work
- To help inform parents of learners' progress
- To encourage Learners to develop target setting skills
- To promote self esteem and a sense of pride
- To promote a sense of achievement

3. Expectations

- Where possible, marking is to be done alongside the learner. Where this is not possible, Written Maths and English should be marked daily. Themed work, alongside non literacy/numeracy based work on SeeSaw should be marked by the end of that week.

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- Detailed feedback and marking will be given only when appropriate and must be written in a manner that moves learning forward, identifies misconceptions or provides prompts for deepening learning.
- Whilst it is imperative that the learning Objective and success criteria are shared in each sessions, learners should not spend time recording this on their work as it detracts and distracts from quality learning time.
- Practitioners will record the level of independence of the child using H, M or I. This will help when work is used for summative assessment.
- Work will be marked using a red pen
- Where possible, marking is to be done alongside the learner. Where this is not possible, Maths and English should be marked daily, with themed work marked by the end of that week.
- Marking celebrates strengths and indicates ways forward
- Marking shows that pupils' work is valued and provides opportunity for praise
- Marking plays an integral part in classroom activities
- Teachers will use feedback from marking to inform future planning and assessment
- Marking is consistent throughout the school
- Marking should refer to success criteria which have been shared with Learners at the start of the session
- Good presentation is expected from Learners and teachers. This needs to be an exemplary model. Marking is for the learner and they need to be able to read it.
- Comments will be written in language that the learner understands
- Learners may mark their own work or peer mark to give each other appropriate feedback (SA & PA) This can be done in green pen or pencil
- Supply teachers are to date and mark work in accordance with the policy and annotate with ST

The following range of responses may be given by teachers:-

- Double ticking to show Learners you really like something they have completed.
- Writing a prompt question for the Learners to respond to (Learners need time to respond i.e. immediately in FP and as soon as possible in KS2). These prompts should be used to “up-level” work and/or address misconceptions
- Level of support provided should be indicated using H, M and I
- Personal responses to work by pupils
- Praise for milestones achieved
- Other marking strategies are identified within the appendix to this policy.
- Welsh praise phrases should be used as appropriate.

4. Literacy

- Work will be marked to the Success criteria using agreed codes and where appropriate next steps will be identified
- Longer writing opportunities will be quality marked at the end of the piece of writing with feed forward comments provided, where appropriate, to move learning forward or encourage deeper learning. Redrafting “chunks” of writing through a “boxed-up” method of marking is appropriate, however children should not be expected to redraft whole stories for their book or display purposes.
- Spellings corrected should be appropriate to the level the child is working at. The teacher may identify common spelling patterns, which will be used in future planning.

5. Numeracy

- Correct answers will be ticked, but incorrect attempts will be marked with a “c” and misconceptions dealt with as soon as possible (if possible, during the lesson)
- If a child has shown working out and this process is correct but the answer is wrong then the marking should circle the part of the calculation that is wrong and comment on the correct process.
- Response marking may focus on a correction, an improvement, encourage the child to have a go at a more challenging example or apply their understanding to a problem. This will be dependent on what is being taught. Response marking will only be used where the teacher thinks it is appropriate to the learning objective although there would be evidence of this most weeks.

6. Other areas of learning

- Feedback and marking needs to acknowledge progress towards the learning objective using agreed codes and will inform future planning.

7. Children’s Response

- Children will be given opportunity to respond to the teacher’s comments on a daily basis. Children will be in the routine of reading the teacher’s comments and responding to them. The response should be acknowledged by the teacher.

Presentation

It is very important to ensure consistency towards presentation of work across the school. Staff should focus on the following guidance to ensure this consistency, taking into account age and ability of learners where necessary.

Learners' work

1 Book covers should indicate:

- Child's full name
- Subject/area
- Year Group identifier
- Learners should not write anything additional on the covers of their books

2 Date of work in books:

- Full written date in all books except numeracy when the digital date will be appropriate. KS2 will write full date and alternate between Welsh and English. As a priority, learners should be encouraged to write the date and titles themselves, though where necessary, teachers may do this or use other methods such as sticky labels with titles printed on. For younger learners, teachers may use alternative such as sticky labels, however learners should be encouraged to work towards this standard as soon as developmentally possible.
- Date is left aligned

3 Title of work in books:

- It is not necessary for learners to write the learning objectives in their books
- Titles should be centre aligned. For younger learners, teachers are encouraged to work towards this standard as soon as learners are able

4 Organisation:

- Date – First line; Title – 2nd line; Start work – 4th line. Learners should be encouraged to write from the left hand edge of the page, or margin, though FP does allow for more freedom when first exploring letter shapes and formation.
- Learners should not rule off on completion of a piece of work. 4 lines of space should be left for teacher's comments and learners' responses (Dedicated Individual Review Time)


DIRT time

Learners will be provided with timetabled "Dedicated Improvement and reflection time" on a Friday to address any feedforward questioning in their work and/or peer assessment

This policy will be reviewed annually or where there are changes in practice.

Marking and Feedback Codes

All marking by the teacher should be completed using a red pen.

<u>Symbol:</u>	<u>Meaning:</u>
	Correct
✓ ✓	Double tick to show where the learning objective and/or success criteria have been met
C — sp	Incorrect English and Maths for spelling Spelling to be looked up and corrected or correct version given by the teacher
█	Finger Space
H	High level of support given
M	Medium level of support given
I	Independent work
P	Punctuation
C	Capital letter needed
//	Insert a paragraph
*	Star – gap task, activity to complete
E PR	E = edit your work PR = proofread your work
?	Does not make sense – think again
ST	Supply teacher
PM/SM	Peer Marked / Self Marked

Appendix

Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms; o Annotated notes on plans o Observations in books o The use of OF in books
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly
- Has the school handwriting policy been followed when writing comments

- **Self –assessment and evaluation** – Learners are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – Learners are given opportunity to work with other Learners to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B)

Prompts:

Closing The Gap Prompts:

- **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
- **Reminder prompt:** 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

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- Ferocious
- Spine-chilling

Numeracy

- **Reminder prompt:** You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.
- **Scaffold prompt:** 3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25 \times ? =$
- **Example prompt:** 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$ or $10 \times 6 =$

Appendix B :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...

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- Explain & model the process with the whole class
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.