

# **Saints Peter and Paul Catholic Primary School**



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

*Updated Oct 2024*  
*Review date Oct 2025*  
*Signed J Mousley*

### **What is the purpose of the policy?**

The purpose of this policy is to make it explicit how pupil present their work and how teachers/TA's mark pupil's work and provide feedback to ensure effective learning, whilst managing workload for staff.

In Saints Peter and Paul, we use marking, feedback and assessment to measure children's achievements, to enhance their learning, to plan future lessons, to improve the rates at which pupil's make progress, to hand over information from one class to another and to report to parents. We will use marking, feedback and our assessment systems effectively to monitor and track pupils' achievements and progress. Assessment will be both formative as children learn, and summative, to evaluate the gains that have been made. All marking and feedback will be based around three principles:

1	We ensure our teaching includes opportunities for formative assessment. There will always be an emphasis on providing clear and explicit instruction throughout a lesson and as part of any feedback that is given.
2	We provide feedback during the lesson, immediately after the work is completed or with some distance from the tasks children have completed. The teacher will use their judgement depending on the lesson, the task, the child and the class.
3	Pupils understand the marking codes and know what they are expected to do with them. They are involved in discussions about why they need to listen to, respond to and act on different types of feedback. Teachers model how they expect children to respond to feedback and ensure that pupils have time to respond. Children are taught self-evaluation strategies and carry out post feedback activities.

### **Methods of Marking and Feedback:**

<b>Methods</b>	<b>Purpose</b>
Live Marking	This is instant intervention and takes place within the lesson to prompt deeper thinking, and to swiftly address misconceptions. It takes the form of verbal feedback and occurs through: effective questioning to clarify understanding or refocus children; mini plenaries and adjustments that are made within the lesson; or written feedback where misconceptions are remodelled or additional challenges provided.
Verbal Feedback	Verbal feedback will be given to the children with clear instruction and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning or to help children understand how to improve on a future piece of work. It can be pre-planned and highly structured, such as whole-class feedback or a structured one-to-one discussion. Alternatively, it can be instant and spontaneous, such as quick prompt task advice.

Codes		
	<b>In the text</b>	<b>Meaning of code</b>
	//	New paragraph needed
	Circled letter	Capital letter error
	Circled punctuation	Punctuation error
	Circled space	Punctuation missing
	<u>Underlined word, phrase or sentence</u>	Grammatical error / doesn't make sense
	Squiggled underling of word	Spelling error
	^	Word missing
Written Comments	<p>Written comments give clear instructions about what to do with or about a piece of work in order to improve it. A written comment may also give instructions about how to make a future piece of work better. Written comments will be used when a teacher feels they will move learning forward or if they have not managed to give feedback in the moment.</p> <p>Teachers and TA's will mark all work in pink pen.</p> <ul style="list-style-type: none"> <li>- When marking a teacher will use a ✓ or a dot if incorrect.</li> <li>- Marking will be specific to the subject, e.g. feedback in RE lessons will be linked directly to topic through use of driver/skilled words via verbal or written feedback.</li> </ul>	
Stamps and Stickers	<p>These will be used for motivational purposes and to celebrate children's work. Teachers may also use stamps to acknowledge achievement of a lesson objective.</p>	
Self Marking	<p>Children will be encouraged to check, edit and self mark. Autonomy is given to the children and they are able to instantly assess their own learning. It helps them to take responsibility for their own learning and encourages them to continually check and self-evaluate their own work.</p> <p>Teachers will oversee the marking completed by the children.</p>	
Peer Marking	<p>Children collaborate with each other and this promotes their ability to work cooperatively. Children have to think about what is required to achieve success. They will develop new skills such as evaluation and critical thinking. Peer marking allows children to see their work through a different lens. It also benefits them as they are refreshing their own learning by looking at how someone else has completed the task. Teachers will oversee the marking completed by the children.</p> <p>When peer marking is being used, pupils will use a green pen/pencil in KS1.</p>	

### Post Feedback Activities:

<b>Proofreading and Editing</b>	Children will be given time to proofread and edit their work within lessons and following completion of a piece of work. They will be able to respond to any verbal or written comments and will be expected to edit any coded errors the adult has identified for them. The teacher may give specific verbal feedback to an individual/group/whole class to improve their work and the children are given time in order to act on this feedback.
<b>Correcting Errors</b>	Children will be given time to correct any errors they have made. These may have been pointed out to the child, or it might be that the teacher has asked the child to 'find' their error/s.
<b>Use of Resources</b>	Children may use classroom resources to help them edit and improve their work.

### Presentation of pupil's work

Our school has specific expectations that apply to all pieces of work;

General information about pupil's books	<p>The front of the books will have a label with the school badge, pupil's name, class and subject.</p> <p>The inside cover of the pupil's writing book will show work from the previous class.</p>
Handwriting in all subjects	<p>In Early Years, letter formation is taught through RWI programme.</p> <p>From Year 1 we use the Collins Primary Focus handwriting scheme. Teachers must have the highest expectations for all recorded work. When pupils have good consistent letter formation, they should use 'get ready' joins at the start of their letters.</p> <p>By the end of Y2 pupils should be using a cursive style of writing.</p> <p>All pupils will write in pencil until their cursive writing is consistently sized and formed – then they will be given a school handwriting pen.</p> <p>All maths work will be completed in pencil.</p>
Writing the date in all subjects	<p>The date will go on the top line of the page starting on the <u>left hand side</u>;</p> <p>In Foundation Stage teachers will stamp the date on pupils' work.</p>

	<p>In KS1 pupils are expected to write the date on top of the pre-drawn line on the new page, until they are independent enough to draw it for themselves.</p> <p>In KS2 pupils write the date and underline it correctly.</p>
Writing the title in all subjects	<p>This will be written on the <u>second line starting on the left hand side</u>, followed by the teacher's initials in brackets.</p> <p>In Foundation Stage teachers will write the title on pupils' work.</p> <p>In KS1 pupils are expected to write a short title on top of the pre-drawn line on the new page, until they are independent enough to draw it for themselves and write at a quicker pace.</p> <p>In KS2 pupils write the title and underline it correctly.</p> <p>In all departments, a line is left out before starting their work.</p>
Using a margin	<p>KS2 pupils will use a margin in their maths books; it will be drawn with a ruler, two whole squares in from the left hand side of the page.</p> <p>Key Stage 2 will use a double margin when required.</p>
Worksheets in all subjects	<p>Worksheets which record children's work should be avoided whenever possible.</p> <p>If worksheets are used e.g maps, they should be trimmed to fit the size of the book and stuck in neatly.</p> <p>Children should be taught how to 'stick in' and teachers must ensure that worksheets do not hang over the edges of books.</p>

### Why do we need a Marking Policy?

It is important to provide consistently high quality marking and constructive feedback, ensuring that pupils make progress. This enables pupil to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use assessment to inform their future planning so lessons and activities are targeted specifically to pupil's needs.

## What are the principals that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- Be manageable for teachers / TA's and accessible to pupil.
- Provide clear, concise feedback to pupil.
- Involve all adults working with the pupil in the classroom.
- Give recognition and praise for achievement.
- Allow specific time for pupil to read, reflect and respond to marking
- Respond to individual learning needs – e.g marking face to face (verbal feedback, use of 'VF') with some and at a distance with others.
- Inform future planning and group target setting.
- Use consistent codes across the departments.
- Show the pupil that their work is valued and purposeful.
- Ultimately be seen by pupil as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

### Additional Information

<b>Maths</b>	General expectations for maths include; <ul style="list-style-type: none"><li>- one number one square</li><li>- numbers or letters to indicate the order of responses should be placed in the margin</li><li>- When insufficient or incorrect methods are used these must be modeled by the teacher with the child.</li><li>- Misconceptions to be identified and corrected.</li><li>- End of topic assessments to be used, if pupils still have misconceptions intervention must be used in the form of;<ul style="list-style-type: none"><li>• TA intervention</li><li>• Teacher input at the start of lessons</li></ul></li></ul>
<b>Monitoring</b>	Subject Leaders will ensure that presentation, marking, feedback and pupil's responses to feedback are being used consistently throughout the school through book looks and during learning walks.