Marking, Feedback and Presentation Policy

At Parkside Primary Academy we want all children to make good or better progress and to develop positive attitudes towards their learning. Assessment for Learning (AfL) is central to children recognising and achieving their potential. Research has shown that effective verbal and/or written feedback to pupils has the highest impact on their learning, increasing progress and attainment.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Parkside Primary Academy achieve high standards and have ownership over the learning and teaching that takes place within the academy.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning
1. Explicit Learning Objectives
2. Success Criteria
3. Questioning
4. Feedback – oral and written
5. Marking and pupil response
6. Adjusting teaching to take account of results

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. They should also know what the final outcome of a particular unit will be eg. working towards writing a traditional tale for children in EYFS.
Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson objective. **The learning objectives will focus on learning not activities.** Helpful learning objective stems include 'to know, to be able to'.

2. Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and

discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children generate their own success criteria guided by the teacher to meet a learning objective they gain more ownership over the learning with positive results. Helpful success criteria stems include 'I can' statements. The success criteria can also be used for peer and self assessment.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking and develop higher order thinking skills. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including *prompting, promoting and probing* questions, are recorded in teacher's medium or short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talking partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning. Teachers' feedback will provide pupils with the information they need to achieve the next step and make greater progress. Feedback will always be constructive and sensitive. Feedback that comments on the learning rather than the child is more constructive for both learning and motivation. Feedback can be given in a variety of ways:

Oral Feedback

- The most regular and interactive form of feedback
- A focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward
- Emphasise the learner's progress and achievement rather than failure

Oral and Written Feedback

Self-assessment

We will encourage pupils where possible to self assess their work. Examples of this may be recording a traffic light colour in their book, self assessing against the success criteria, or drawing a face symbol

Peer Assessment

Children can mark their own work against success criteria and on occasions can be involved in peer marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways, for example:
- Find one word you are really proud of and underline it; tell the person next to you.
- Decide with your 'talking partner' which of the success criteria you have been most successful with and which one needs help or could be taken further
- Identify two places where you think you have done this well and read them to your partner
- Note down one thing you could do to improve this piece of work next time

Written feedback

5. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment –including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of '**how**' and '**what'** they are learning.
Where verbal feedback has been given, work should be annotated with v/f (verbal feedback) and the child should initial to say that they have received feedback.

Key Principles

Key Principles and guidance for all marking:
- Marking is only of value if comments are read and responded to
- All work marked by a member of staff should be in blue, with pupils working in pencil or black
- Work marked by someone other than the class teacher should be initialed e.g. TA - teaching assistant, CS – cover supervisor, ST- supply teacher, children marking should put their initials
- Work marked by the children should be in a contrasting coloured pencil. Pupils should be encouraged and trained to mark their own and others' work where they identify success and improvement
- English and Mathematics should be marked on a daily basis before the next lesson
- **Quality marking** will be completed at least once a week in English, Mathematics and one foundation subject area. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is

marked should be written in child friendly language. Comments should model the handwriting policy.

- All marking will be positive, informative and constructive and comments must relate to the Success Criteria. In addition to this, comments relating to ongoing learning, handwriting, spelling, punctuation and grammar can be given
- Mathematics work and other closed tasks should be marked with a tick and an X put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out
- Any calculations, sentences etc that need to be corrected should be indicated in the Next Steps comment where appropriate

Quality Marking and Pupil Response:

1. **Highlight in green:** between one and three aspects of the work where the child has achieved well against the success criteria.
2. **Highlight in pink:** between one and three aspects of the work where some improvement can be made
3. **Next step comment:** a next step comment will help the child to close the gap between what they have achieved and what they could have achieved. Next step comments fall into three categories:

   A reminder: most suitable for brighter children, this simply reminds the child of what could be improved: '*What else could you say here?* '

   A scaffold : Most suitable for children who need more structure than a simple reminder, this prompt provides some support: '*What was the dog's tail doing?', 'Describe the expression on the dog's face*'

   An example : Extremely successful with all children but especially with average or below average children, this prompt gives the child a choice of actual words or phrases: '*Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.*'

- Time should be allocated at the beginning of the next lesson for pupils to read and respond to comments and complete any spelling corrections
- Spelling corrections should be limited to the words that children should know and a maximum of three spelling mistakes will be underlined and written correctly in the margin. The child will then write the word three times when responding to marking and copy into the back of their book to support future work
- Punctuation marks relevant to the child's ability level will be marked. Punctuation mistakes will be inserted where omitted and circled where incorrect
- Teachers will follow the agreed **marking code** to ensure consistency throughout academy**.** (See appendix)

- Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work using the green polishing pen. Pupils will initial the comments once they have read and responded to them
- Marking Homework:
  Homework may be set in a range of forms. Written tasks should be marked to give feedback to pupils. If appropriate, under the guidance of the class teacher, homework may be marked by a teaching assistant. The teaching assistant should ensure that they then feedback to the class teacher

6. Adjusting Teaching to Take Account of Results

Pupil feedback and marking will be used to inform future planning.

7. Presentation

The information in Appendices 2 – 4 aim to provide guidance and structure to ensure consistency in the presentation of written work in order to support high standard of written presentation. Modifications may need to be made to meet individual learning needs.

Monitoring and Evaluation

Staff and Governors, on a three yearly basis, will review this policy unless circumstances demand an earlier review.

Appendix 1

Code for the Marking of Written Outcomes

P	Punctuation
S	Spelling
G	Grammar
H	Handwriting
^	A word/letter has been omitted
//	Start a new paragraph
[ ]	Redraft: this section needs re-thinking
✔	Correct
X	Incorrect

Wiggly underline   Improve this word/phrase/section to make it clearer
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Work highlighted in green
You are on the right track. You have met your learning objective/success criteria
Well Done!

Work highlighted in pink
Green is to help you think
These are your next steps. These are ways to improve your work

Purple Polishing Pen
Use your purple pen to respond to any written comments from your teacher, or correct any mistakes

Appendix 2

EY Presentation

How to present your work

Start a new page.
Write the short date, starting at the left.
Write the learning objective at the top of the page with the help of an adult.
Put a single line through mistakes.
Form letters correctly leading to joined handwriting.
Use a purple pen to correct your mistakes and respond to feedback.

Appendix 3

KS1 Presentation

How to present your work

Start a new page.
Write the short date, starting at the left on the top line.
Write the learning objective or title on the next line at the left.
Put a single line through mistakes.
Form letters correctly leading to joined handwriting.
Use a purple pen to correct your mistakes and respond to feedback.

Appendix 4

KS2 Presentation

How to present your work

Start a new page or underline the last piece of work if less than half way down the page.
Write the short date, starting at the left on the top line and underline it using a ruler.
Write the learning objective on the next line and underline it using a ruler.
Put a single line through mistakes using a ruler.
Always use joined up handwriting.
Use a purple pen to correct your mistakes and respond to feedback. Do not write over the top of mistakes.
Draw a margin with a ruler if your book does not already have a margin.
Always write the question number in the margin.
Answer questions in full sentences.
Leave a line between questions.