



## Sandlings Primary School Marking and Presentation

Date	September 23
Review	September 24
Reviewed by	Headteacher and Staff
<p>Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or adult and it helps to promote equality at this school.</p>	
<p><b>Associated policies and documents</b></p> <ul style="list-style-type: none"> <li>• Teaching and Learning policy</li> <li>• SEND policy</li> <li>• Curriculum Intent Statement</li> <li>• Curriculum policies</li> </ul>	

## Intent

Effective marking and feedback is an essential part of the education process. At its heart, it is an interaction between teacher and child; a way of acknowledging children's work, checking the outcomes and making decisions about what teachers and children need to do next, with the primary aim of driving pupil progress.

The quantity of feedback should not be confused with the quality and should be mindful of teachers work load and wellbeing. In the main we expect most feedback to be verbal and within the lesson and given at the earliest opportunity.

**All marking and feedback across all curriculum areas should be:**

**Meaningful:** Marking and feedback should serve a single purpose – to improve children's progress and outcomes. We acknowledge that the most important person in deciding what is appropriate is the teacher. There are many different kinds of feedback beyond written feedback that help teachers understand what children can do and understand. Every teacher will know whether they are getting useful information from their marking and feedback as to whether it is supporting the children progressing.

**Manageable:** Our marking practice is proportionate and considers the frequency and complexity of written feedback

**Motivating:** Marking and feedback should help to motivate children to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. Children need to be motivated to accept challenges and take responsibility for improving their work. An

important element of marking is to acknowledge and value the work children have done, too much feedback can be a distraction and can detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Feedback comments are always positive in tone

### **Presentation**

It is important that children's work is neat presentable and handwriting is fluent and legible. We want children to recognise the high expectations we have of their presentation so that they can feel proud of their work.

## **Implementation**

We value and acknowledge children's work through the following ways:

Verbal feedback, sharing good examples of children's work, children demonstrating what they can do to others, displays, completed success criteria, green and pink highlighters and the use of video in lessons such as drama and PE.

### **Written feedback -Pink to Think & Green to Grow**

Where written marking is required, across the curriculum, teachers highlight up to 3 areas in green where the child has met the success criteria for the piece of work. An area is marked in pink that needs correcting/ improving. (This will depend on the subject). Teachers provide a challenging prompt for children to improve the same piece of work i.e. check punctuation/ develop the clause/ check times tables. Children respond using a blue pen to highlight the improvements made in response and any other improvements they make in lesson time.

Written feedback is always required for big and mini writes every Friday and children always complete the pink action in the next lesson and on at least one occasion throughout a unit of work.

Grammar and punctuation expectations will also be expected to be marked across the curriculum. Corrections and improvements are always re checked by the teacher.

### **Spellings**

Up to three spellings, needing correcting, are highlighted in orange and/or sp. (For younger children this may just be the incorrect grapheme choice). According to their age or ability children may need to copy the teacher's correct spelling of the word three times using Look Cover Say Write or look up the word in a dictionary/ word mat. Teachers check that this has been done accurately.

### **Other forms of feedback:**

Verbal feedback to individuals /groups /whole class, peer assessment, sharing work, paired work, green moments, live marking during the lesson/using the visualizer to share pupils work and give feedback / self-marking using writing checklists and answer sheets

### **Life Marking During a Lesson (sometimes known as helicopting) and can be written or verbal**

Live marking allows teachers to:

- Check that each child has the right level of challenge and an opportunity to give additional stretch where needed
- Quickly identify any misconceptions which can be addressed with one child, group conferencing or the whole class
- Be time efficient and reduce the need for distance marking and more time for planning

### **Planning**

Teachers planning, ensuring progress, is informed in the following ways:

Live marking, guided work, feedback from TA, using plenaries to assess learning through questioning and tasks, short snappy quizzes for ongoing assessment in lesson, looking at children's work, children's self-assessment

### **Whole class marking**

Whole class marking can be an efficient tool for certain types of work i.e. Maths, grammar, answers where there is a clear right or wrong

We encourage children to accept the marking and feedback challenge through:

Using blue pens, celebrating improved work, using the visualizer, peer mentoring, time to share with peers, teachers and parents.

### **Time:**

Time is planned into lessons for children to check and improve their work and for the teacher to assess their learning; Time for this is important and acknowledged as a vital part of the lesson.

## Presentation

### To aid consistency across the school;

Teachers must be the best “modellers” of expectations in their own presentation, handwriting, grammar, punctuation and spelling.

### Titles

Titles are written on the next line after the date and reflect the learning objective for the lesson. Titles are underlined with a ruler and in pencil.

### Dates

In written work children write the date at the beginning of each piece of work- on the line in full i.e.

Wednesday 13th November. This is underlined with a ruler and in pencil.

In maths the number date is used i.e. 13/11/14. In addition, in KS2 children will also write the date in roman numerals as part of continuous provision.

### Handwriting:

All children are aiming to use a handwriting pen by the end of summer term in Year 3. Throughout the school only the school handwriting pens are used.

Most children should be joining by the end of year 2.

It is expected that when children are fluent in joining that all their written work is joined.

In the main, the style that is that demonstrated by Pen Pals (the school’s handwriting scheme).

### Pens

Teaching assistant’s/ supply teachers mark in red pen

- Teachers mark in any colour except blue/ red
- Children respond in blue pen

Children draw a neat line in pencil through any mistakes

Diagrams/ Drawings are always drawn in pencil and coloured in with colour pencil (not felt tips or crayons)

Use of pencil sharpeners and rubbers is directed by the class teacher.

Scribbling and doodling are not tolerated (front of books inside books etc.)

## Inclusion

We adapt our feedback to children in different ways and make provision for children to be able to present their work in the best way possible according to their ability and individual needs to enable all children to make good progress. We strive hard to meet the needs of children with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.

### Contribution of to the development of SMSC education

We promote spiritual, moral development, social development and cultural development in the following ways:

- Celebrating success
- By promoting a positive growth mind-set attitude
- Working with peers
- Sharing with others

## Impact

Our school has a positive learning culture where children see feedback as a positive tool for improving their learning in line with a “growth mind-set” attitude and children taking pride in their work. As a result, our children make progress and achieve well.

The role of all subject leaders is to monitor pupil outcomes and how feedback and marking has had a positive impact on the progress children make in all areas of our curriculum