Marking, Feedback and Presentation Policy

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COLESHILL HEATH SCHOOL

Marking, Feedback and Presentation Policy

"The successes and failure of my students' learning is about what I do or don't do."

Professor John Hattie Visible Learning, 2012

At Coleshill Heath

We believe feedback and marking is one of the most crucial forms of assessment there is and one of the greatest factors of pupil progress, bridging the gap between current and future achievement. It enables us to make informed, quality judgements about our effectiveness as teachers, whilst making strategic decisions about the pupil's next steps. Most importantly, it provides timely opportunity to share these 'next steps' with the pupils and put them in the driving seat of their learning. Through a partnership of verbal learning conversations, quality teacher marking and self/peer marking, every child at Coleshill Heath School will receive daily, constructive feedback, personalised to their learning needs. Our feedback and marking will champion the successes and provide concise and constructive comments so that the children know what they need to do to improve and can use modelled strategies and prompts to do so.

## Our Principles

Marking and feedback should:
- ➢ provide the children with the opportunity to reflect upon their learning and use this to become '*assessment capable learners',* either through self/ peer assessment or from the way in which they act upon provided comments and oral feedback
- ➢ be seen by children and adults as a *positive and powerful tool* for improving *learning and progress*
- ➢ be manageable for teachers to ensure that the learning conversation, in either oral or written form, is both *purposeful and of a high quality*
- ➢ relate to the learning objective, specifying what has been a strength and then relate directly to the success criteria to *'sign-post'* what they need to do to improve and *'how'* to do it
- ➢ involve all adults, including teaching assistants, who are working within the classroom
- ➢ give recognition and appropriate praise for achievement, stating *'why'* they have been successful
- ➢ give clear strategies for improvement: **reminder prompt, scaffold prompt, example prompt, model or scaffold**
- ➢ plan for dedicated improvement time where pupils respond to feedback

- respond to individual learning needs, incorporating learning conversations, marking during the lesson, re-shaping learning as and when necessary or take place discreetly, after the lesson
- inform future planning and individual target setting so that each next lesson builds upon the progress of the previous one
- be highly accessible to children through: the consistent use of marking and presentation codes, blue and yellow highlighters and green pen.

Consistent Practice and Procedures

Stationery

- ✓ All marking is in green pen, as it clearly contrasts to the pupil's work.
- ✓ Pupils will peer assess using: a **purple pencil** in KS1 and a **purple pen** in KS2 signed with their initials.
- ✓ Colour-coded highlighting by the teacher and teaching assistant will be used to promote:
  - ✓ *clear, visual evidencing within work, which is related to the learning objective and the success criteria;*
  - ✓ *smarter time-management from teachers;*
  - ✓ *learning conversations within lessons and develop immediate feedback;*
  - ✓ *instant accessibility for pupils in receipt of the feedback and marking.*

> **Brilliant Blue!**
> **Chance to Shine (yellow)!**
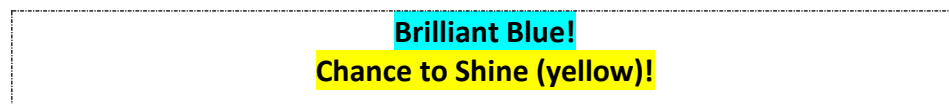
Coded Marking

> ***Making explicit… "Is this what I'm looking for in this piece of work?"***

- ✓ The *Marking and Presentation Codes (See Fig. 1)* will be used to clearly sign-post both progress and presentation, making it easily identifiable with pupils.

Spelling and Grammar

Incorrect spellings may not always be corrected.
Only:
- ✓ *topic-related technical vocabulary,*
- ✓ *high frequency words,*
- ✓ *RWI vocabulary or spelling patterns that the child is expected to know will be marked.*
- ✓ Incorrect spellings are identified by the teacher and correct spellings are modelled to the child. The child will then correct the spelling in their books three times.
- ✓ In years 5 and 6, an incorrect spelling which the child is expected to know will be identified by the teacher in the margin of the line using '*Sp*'. Pupils are expected to identify the spelling error and, with reasonable adjustments, make a correction using a purple pen.

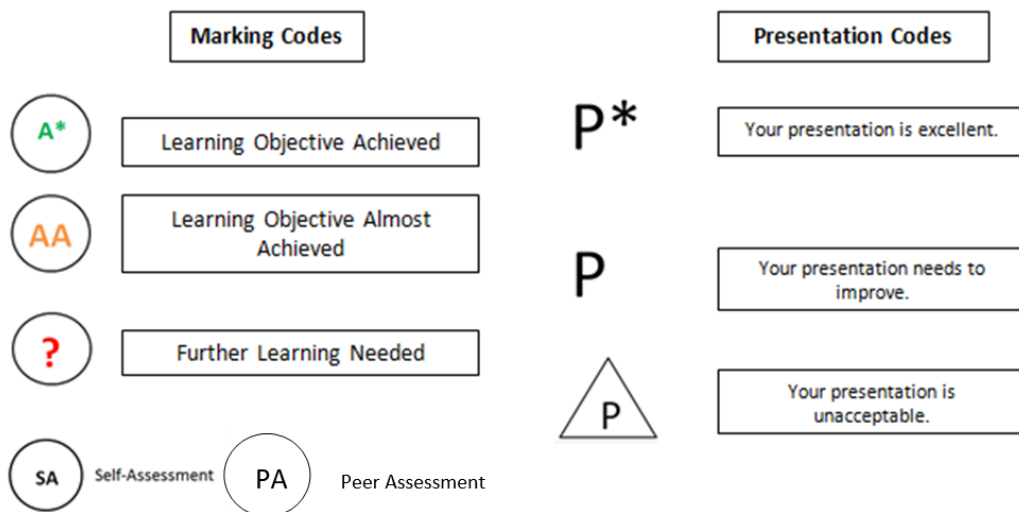Inaccurate use of grammar will be corrected and modelled to children.

Marking Codes		Presentation Codes	
A*	Learning Objective Achieved	P*	Your presentation is excellent.
AA	Learning Objective Almost Achieved	P	Your presentation needs to improve.
?	Further Learning Needed	P (triangle)	Your presentation is unacceptable.
SA Self-Assessment	PA Peer Assessment		

Figure 1

<u>**Frequency of Marking**</u>

- <u>**Maths and English**</u>

To ensure that feedback and marking at Coleshill Heath School is of a consistently high quality and that children are *actively* involved in this process, a marking rotation will be followed. Teacher's professional judgement will be used to adjust the sequence, depending upon the individual needs of the learners and the nature of the planned learning activities.

The rotation will involve the following three main marking components:

1. <u>Acknowledgement marking (including verbal feedback)</u>

> **Focus:** To ensure that all work and achievements are acknowledged through the use of:

- whole-school marking code
- presentation code
- brilliant blue linked to Learning Objective
- chance to shine linked to Learning Objective
- verbal feedback within the lesson identified with the verbal feedback letters (VF).

<u>**Verbal Feedback**</u>

➢ Coleshill Heath School recognises the importance of children receiving regular verbal feedback. The adult will initially talk to the pupil about whether they are on track/have achieved the learning objective and then question the pupil about a specific part of their work. This may be to correct a pupil's understanding or to extend the pupil's knowledge. The work will then be initialled 'VF' as illustrated in the marking guidelines.

➢ Pupils of all ages need verbal feedback but this is particularly important in the Early Years and KS1 where pupils may be unable to read a written comment.

➢ In EYFS, the teachers focus on giving verbal feedback to the pupil but there will be opportunities to write a comment with the pupil. Staff will also annotate the work as part of the process of gathering information for the EYFS. This can carry on into KS1 in some instances in that it is expected that pupils will often have work marked with them rather than away from them. Teachers will use the 'VF' for verbal feedback symbol and will use opportunities to record elements of the learning conversation.

➢ **Ownership**: Teacher and Teaching Assistant

2. Quality teacher marking: Rich formative assessment to 'close the gap' or extend

Focus: To clearly indicate what has been successful about a piece of work/ learning activity and *why* this is good. It will also indicate what is not so good and how the work could be *improved,* in the form of next steps. Effective formative feedback will affect what both the children and the teacher do next.

This will be achieved through:
- one positive comment relating specifically to the Learning Objective
- one 'close the gap' or extension prompt relating to the lesson's Learning Objective or future learning.

Closing the Gap

➢ Sections of work highlighted yellow provide the children with a chance to shine – to improve their work, closing the gap between what they have done, and what they need to do.

➢ **Ownership**: Teacher

Each week, children should have at least one piece of work in Maths and English, quality marked. Quality marking will refer to a strength highlighted with Brilliant Blue and one next step highlighted with Chance to Shine yellow and will be laid-out in the following format (Fig. 2).

"Strength" - positive comment which relates directly to the learning objective or a positive comment which relates learning style and **RECIPE**.
"Next Step/Chance to Shine" one area where the Learning Objective was not achieved or a suggestion/extension/challenge question to encourage further thinking.

The strengths and next steps should relate to the Learning Objective for the piece of work given.

Figure 2

Useful 'Closing the Gap' comments are:

➢ A reminder prompt: *Remember to start a new line for dialogue.*

➢ A question prompt: *How do you think the dog felt?*

➢ A scaffold prompt: *The monster was so angry that...*

➢ A model / example: *"Look," said Mum, "She's here!"*

➢ Children will be given dedicated time at the start of the following lesson to respond to feedback.
➢ All next step prompts must be addressed before the new learning takes place.

3. Self-assessment by students:

Focus: To develop *assessment capable learners* through their ownership of the steps within the lesson and the subsequent teacher **WAGOLL**.

➢ **Self-evaluation:**
- Use plenaries or mini-plenaries to give pupils the opportunity to see if they have achieved the Learning Objective at their appropriate level.
- Older pupils (mainly KS2) may self-evaluate by underlining specific parts of their work, using coloured pencil crayons.

➢ **Friend Marking (KS1) and Peer Marking (KS2):**
- Pupils need to be trained to do this through modelling.
- Classes need to agree and adhere to ground rules.
- Pupils should be provided with clear information about what it is they are looking for in their peer's work. This could be provided as a checklist or an example modelled by the teacher to the children.

➢ **Shared marking:**
- Teachers can use a piece of work from a pupil of another class or a 'model' created by the teacher themselves to mark as a class, using the *visualiser*. This enables the teacher to model the marking process and make teaching points explicit. This strategy will need to be used to introduce the marking policy to the children and allow them to give quality feedback to their peers.

This will be achieved through:

- self-assessment prompts related to the learning objective
- friend assessment (KS1) and peer-assessment prompts (KS2)

✓ Where appropriate, children should initial marking to show they have read it and are involved in moving their learning forward.

➢ **Ownership**: Quality assured by Teacher and Teaching Assistant using their initials

Foundation Subjects

- ➢ All foundation subjects will be marked using the marking rotation of: *acknowledgement marking, quality teacher marking and self-assessment by pupils*, depending upon the nature of the learning activity and the pupil's individual ability to access the planned future learning.
- ➢ Within each curriculum topic, children will have at least **three** pieces of work that has been quality teacher marked. In particular, this will be for pieces, which link directly to a *cross curricular English or Maths focus* or a piece of work, which demonstrates an aspect of key learning from the *topic's curriculum objectives*.
- ➢ After a sequence of lessons in History and Geography, pupils write assessed sentences and paragraphs to demonstrate their understanding of key knowledge. Teachers will give verbal or written feedback on these written outcomes to individuals and/or the whole class to ensure key knowledge has been learnt and understood by pupils.
- ➢ In general, learning outcomes across the wider curriculum will be marked to the learning objective. However, it is good practice to give regard to basic skills in some pieces, to ensure skills are being transferred across the curriculum.

Policy Name:	Marking, Feedback and Presentation
Staff Responsible:	Leadership Team
Governor Responsible:	Full Board
Date for Review:	November 2024
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Ratified:	Full Board 6th December 2021

Appendix

Coleshill Heath Marking Codes

"We are what we repeatedly do. Excellence, then, is not an act but a habit."
Aristotle

A*
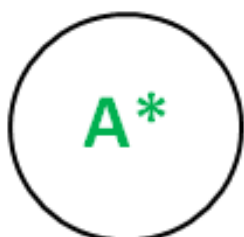
Learning Objective Achieved: Clear understanding demonstrated either orally, in written format *or both*.

- ✓ Look for your 'Chance to Shine'

AA

Learning Objective Almost Achieved: Some understanding demonstrated but there are also misconceptions/ mistakes, which need further development.

- ✓ Look for your 'Chance to Shine'

?

Further Learning Needed: Some understanding demonstrated but there are also misconceptions/ mistakes, which need further development.

- ✓ Look for your 'Chance to Shine'

# Coleshill Heath Presentation Code

P*   Your presentation is excellent.

- ✓ Handwriting is consistent in form and size.
- ✓ Dates and LOs are underlined.

- ✓ Margins are neatly drawn with a ruler.
- ✓ The work is neat and organised.
- ✓ If mistakes have occurred, they are crossed through with a single, neat pencil line.
- ✓ Any activities are glued in neatly and the correct way up.
- ✓ A high level of pride is clear within the work.

P   Your presentation needs to improve.

- ✓ The level of pride is inconsistent and could be better.
- ✓ Handwriting, organisation and the layout of work is inconsistent.
- ✓ There is a lack of care when gluing work in.
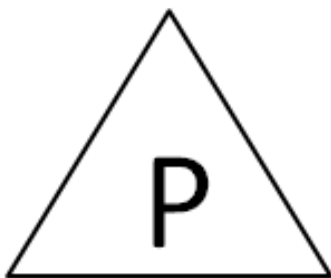
△P   Your presentation is unacceptable.

- ✓ There is a clear lack of pride in the layout and organisation of the work.
- ✓ The piece of work needs to be re-done on the next page.

_____ **sp x 3**	Certain spellings that need correcting will be underlined and the correct word written at the bottom of the work by an adult. This will then be written three times by the child.
. , ? ! " "	Missing punctuation can be added with green pen, or the text highlighted yellow as a 'chance to shine'.
Mrs	Incorrect letter case or punctuation can be altered.
to **The boy went the park.** **^**	Word missing – teacher will input
/	Indicates a finger-space has been omitted
//	New paragraph
√	Correct features or answers – consistent with RWI use in written work.
.	Incorrect answers
GL	Guided learning: indicates a child has been supported by an adult during the completion of the work
IL	Independent learning
VF	Verbal feedback