



October 2017

COLESHILL HEATH SCHOOL

Marking, Feedback and Presentation Policy

**to be read in tandem with Assessment Policy*

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

Professor John Hattie Visible Learning, 2012

Principles

Marking and feedback should:

- **be accessible and consistent for children** through the use of marking and presentation codes, blue and yellow highlighters and green pen.
- **SUPPORT learning** and provide children with opportunities to **make incremental improvements**
- **be manageable for teachers** to ensure that the learning conversation, in either oral or written form, is both *purposeful and of high quality*
- **involve all adults**, including teaching assistants, who are working within the classroom
- give clear strategies for improvement: **reminder prompt, scaffold prompt, example prompt, model or scaffold**
- **inform future planning and individual target setting** so that each next lesson builds upon the progress of the previous one

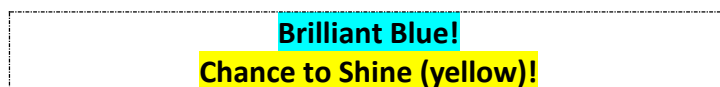
Consistent Practice and Procedures

Stationary

- All marking is in green pen, as it clearly contrasts to the pupil's work.
- Pupils will **peer assess** using: a **green pencil** in KS1 and a **black pen** in KS2.
- Pupils will make improvements with **PURPLE** pens or pencils
- Stickers will be used to promote positive behaviour for learning and champion successes

Colour-coding 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 – complete within the lesson*
- ✓ *learning conversations within lessons and develop immediate feedback*
- ✓ *instant accessibility for pupils in receipt of the feedback and marking*



Coded Marking

- 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.

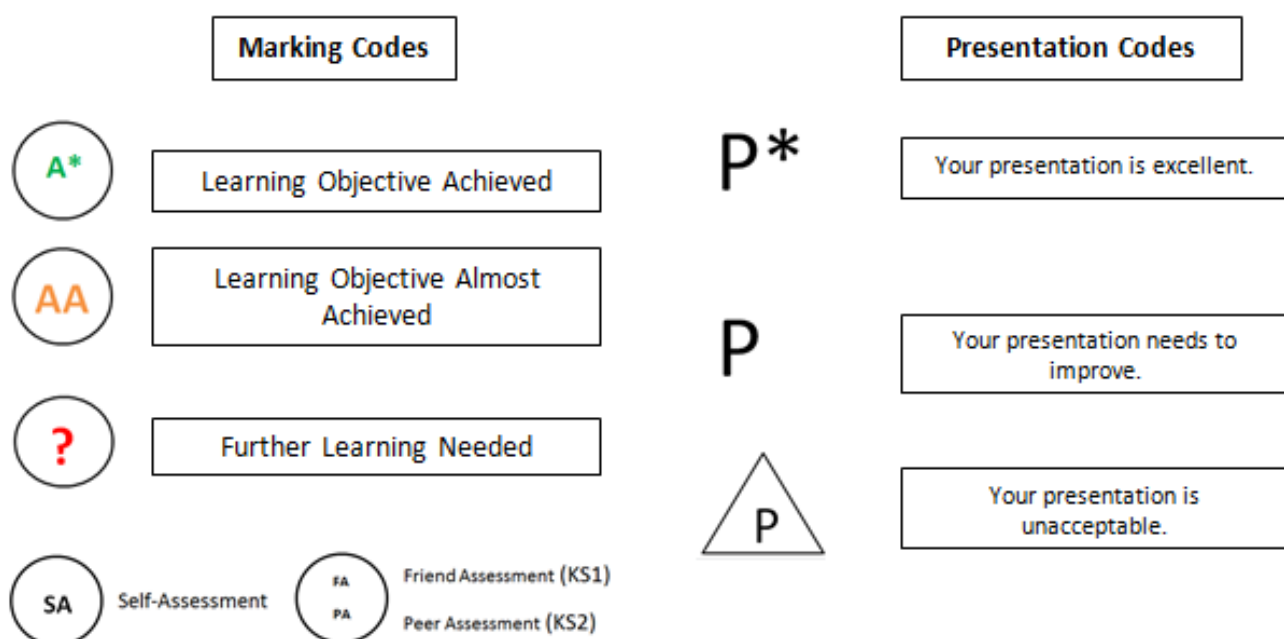


Figure 1

Marking and Feedback – expectations and clarification

A balanced approach is expected in both aspects of feedback AND marking. Teacher's **professional judgement** will be used to adjust the sequence. This will very much depend upon the individual needs of the learners and the nature of the planned learning activities.

Teachers are:

- ✓ Expected to use the information from learners to plan next steps (AfL)
- ✓ Expected to practise 'live marking' and to intervene where necessary
- ✓ Expected to give verbal feedback and ensure pupils make small steps to improve
- ✓ Expected to mark against and revisit the *learning profile* with pupils so they assess where they are in the learning sequence and reflect on progress made
- ✓ Expected to use codes everyday

Teachers are not:

- Expected to mark in-depth for hours each night
- Expected to write lengthy comments that children do not read
- Expected to use 'close the gap' marking and then move onto something completely different the following lesson that has no impact on improvement or learning
- Expected to use codes for every piece of success criteria (unless this is helpful to pupils)
- Expected to create a marking 'burden' by marking in-depth every day

The rotation of marking at CHS will use the "TAKE 5" approach to encompass the following FIVE strategies:

- 1) In depth marking [close the gap to set short term learning targets]
- 2) shared whole class feedback - completing tweaks and chances to shine
- 3) skim marking [acknowledge]
- 4) self-assessment
- 5) peer assessment

Each of these are 'weighted' with approximately 20% per strategy and it is expected that professional judgement is applied but the practice outlined in this policy is adhered to.

Reflective questions for practitioners at CHS

Every adult should ask themselves the following questions when engaging with marking and feedback strategies – *does this feedback move learning forward? What is the benefit for the child? How has this supported their learning? What will the child do as a result? Are they going to have the chance to apply this?*

1. In-depth marking to close the gap and provide short term targets

This will be achieved through the following strategies:

- one positive comment relating specifically to the success criteria
- one 'close the gap' or extension prompt relating to the lesson's success criteria or future learning
- ENSURE THAT PUPILS RESPOND during the review of learning ***EITHER*** during the same lesson or the following lesson

Each lesson, verbal feedback, use of codes and pupil response **must be consistently applied**. The expectation is that we take a **sensible and balanced** approach to the amount of written commentary from the adult. For example, written comments **must** follow **STEP** approach

S – Short (1 sentence)

T – Targeted (To pupil need)

E – Effective (Move learning forward for impact)

P – Precise (Clear for children)

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.

Useful 'Closing the Gap' comments are:

- | | |
|-----------------------------|--|
| ➤ A reminder prompt: | <i>Remember to start a new line for dialogue.</i> |
| ➤ A question prompt: | <i>How do you think the dog felt?</i> |
| ➤ A scaffold prompt: | <i>The monster was so angry that...</i> |
| ➤ A model / example: | <i>"Look," said Mum, "She's here!"</i> |

2. Acknowledgement [SKIM MARKING] marking (including verbal feedback)

Focus: To ensure that all work and achievements are acknowledged through the use of and a learning dialogue is maintained for constant assessment.

This will be achieved through the following strategies:

- whole-school marking codes
- brilliant blue linked to s.c
- chance to shine linked to s.c
- verbal feedback/ re-shaping marking within the lesson identified with the verbal feedback letters (VF).

3. Shared marking and whole class feedback

This will be achieved through the following strategies:

- ✓ Success criteria explicit through learning profiles
- ✓ Clearly displayed objectives
- **Modelled marking**
Teachers can use a piece of work from a pupil of another class to mark as a class, using the **visualizer**. This enables the teacher to **model the marking process** and **make teaching points explicit**. This strategy will need to be used to introduce the new Marking, Feedback and Presentation Policy to the children.
- **Dedicated Improvement and Reflection Time (D.I.R.T)**
This could be a short 5 minute starter activity or as a longer activity within the lesson. It **MUST** take place at the start of the lesson and part of 'learning review'. Pupil responses then inform to shape the next steps in teaching. All next step prompts must be addressed before the new learning takes place.
- **Whole class Feedback review**
Teachers will have 'looked' at pupil work and made clear, concise notes to inform next steps. This is shared with children at the start of a lesson and used to inform direct teaching input.
'No Marking' whole class feedback sheets are acceptable if only codes are used for the class that lesson. Whole class feedback sheet for Maths and English **once or twice a week** to be used when appropriate. **Professional Judgement is key.**

4 & 5. Quality marking by students [SELF AND PEER ASSESSMENT]

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

➤ **Self-evaluation:**

- Use regular reflection intervals to give pupils the opportunity to see if they have met the success criteria at their appropriate level and make adjustments 'in the moment'.
- Pupils may record their understanding using the traffic light system
- Older pupils (mainly KS2) may self-evaluate on post-its using the Brilliant Blue / Chance to Shine colour coding or colour-code the success criteria and underline specific parts of their work, using coloured pencil crayons. (**Highlighting is reserved for teachers to support monitoring of work.**)

➤ **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 need to evaluate against success criteria using the agreed colour coded post-its. (Highlighting is reserved for teachers to support monitoring of work.)

Verbal Feedback

- Coleshill Heath School recognises the importance of children receiving regular verbal feedback. The adult will initially talk to the pupil about how they have met the learning outcome and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. 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 EYFSP. 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.

Foundation Subjects

- All foundation subjects will be marked using the marking rotation of the TAKE 5 approach (see above) and in-depth marking the STEP approach (see above)
- Within each topic, children will have at least **two** 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*.
- In general, work will be marked to the learning and success criteria. However, it is good practice to give regard to literacy skills in some pieces, to ensure skills are being transferred across the curriculum.

Spelling and Grammar

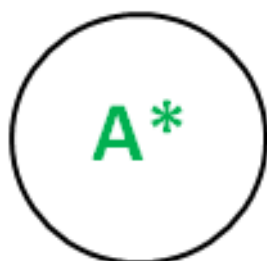
- Incorrect spellings may not *always* be corrected but continued mistakes **MUST** be addressed and form short term targets
The following must be swiftly addressed:
 - ✓ *topic-related technical vocabulary,*
 - ✓ *expected curriculum vocabulary*
 - ✓ *high frequency words*
 - ✓ *RWI vocabulary or spelling patterns that the child is expected to know will be marked.*
- In-accurate use of grammar will be corrected and modelled to children.

Produced by Leadership Team

Coleshill Heath Marking Codes

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

Aristotle



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

- ✓ Look for your 'Chance to Shine'



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*

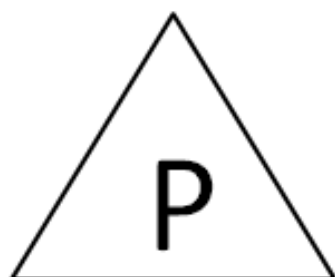
Your presentation is excellent.

- ✓ Handwriting is consistent in form and size.
- ✓ Dates and LOs are underlined.
- ✓ The success criterion is glued in neatly.
- ✓ 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.

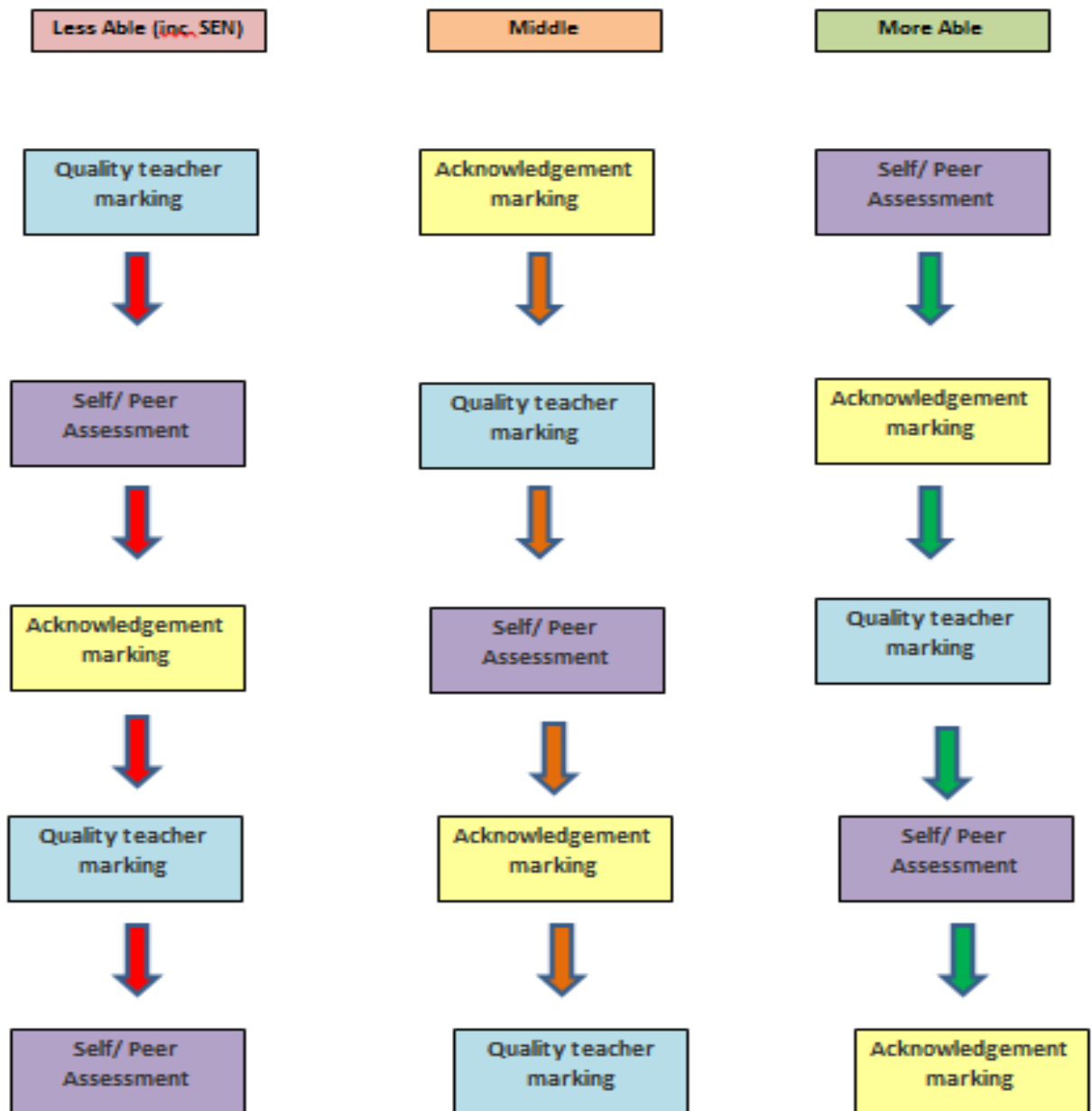
- ✓ The level of pride is inconsistent and could be better.
- ✓ Handwriting, organisation and the layout of work is inconsistent.
- ✓ There is a lack of care when gluing work in.



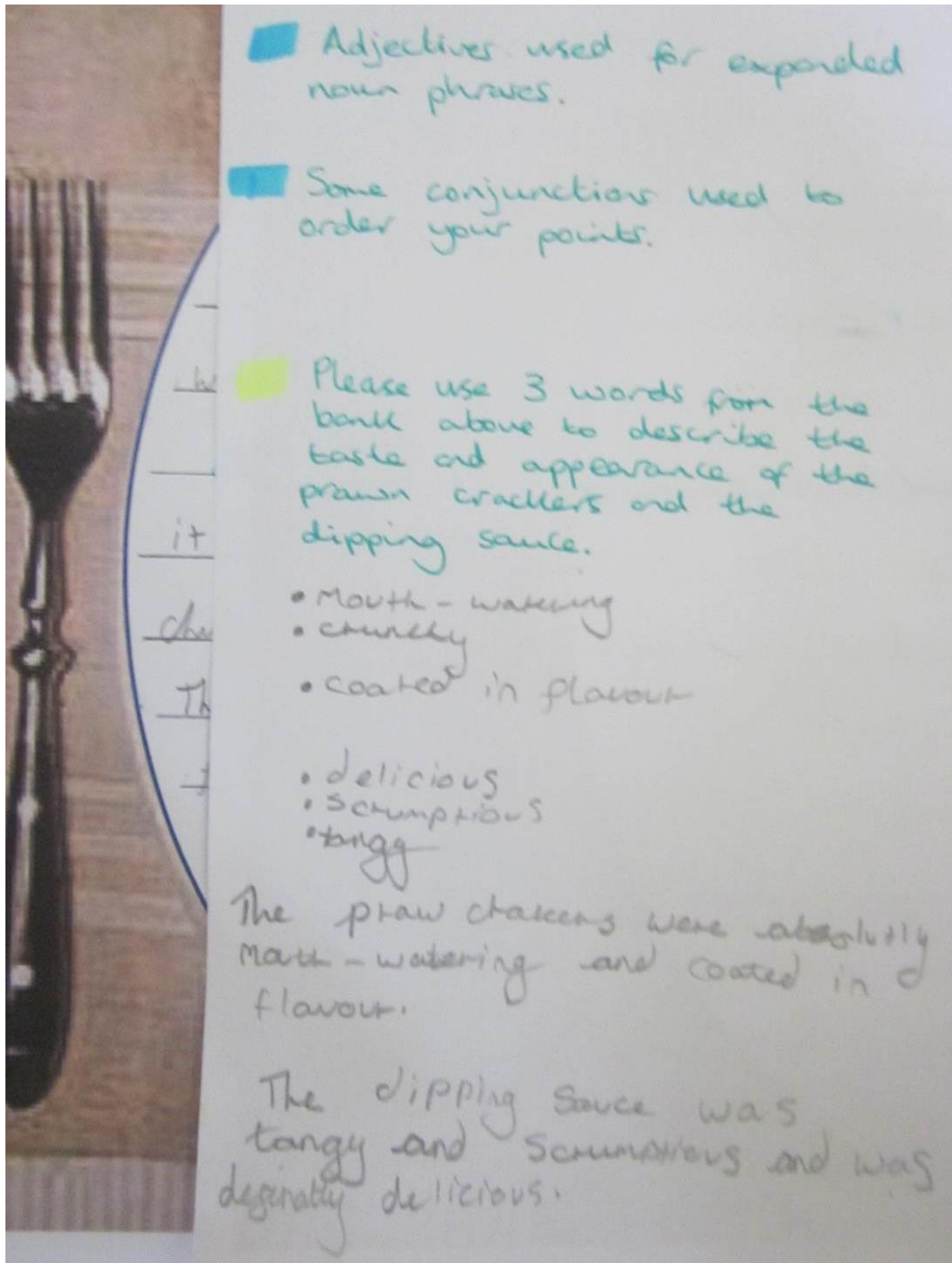
Your presentation is unacceptable.

- ✓ 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.

Example of a Possible Marking Rotation



Examples



■ Adjectives used for expanded noun phrases.

■ Some conjunctions used to order your points.

■ Please use 3 words from the bank above to describe the taste and appearance of the prawn crackers and the dipping sauce.

- Mouth-watering
- crunchy
- coated in flavour
- delicious
- scrumptious
- tangy

The prawn crackers were absolutely mouth-watering and coated in flavour.

The dipping sauce was tangy and scrumptious and was delectably delicious.

Thursday 14th May

(A) 10: To explore and discuss my understanding of what we read -

description
= setting
= names
= Chinese culture

I think that she finds the dragon and she means someone else and they put a magic spell on her (business and mightiness) and she kills the dragon and returns home with all of the belongings

Other cultures teach us how people live, eat and dress, from different countries. Also, religions and what they call objects or language

goats and Yen said don't worry ^{again}. One day, the dragon stole CHILDREN. The wise man said if anyone chooses the green pebble out of his bag, they had to slay the legendary green dragon. A 12-year old girl called Mai-ling chose the green pebble and thought to herself 'How'. She set off on her journey to slay the dragon and soon met a mysterious man dressed in black and white robes. He gave Mai-ling a silver dagger, perhaps to kill the dragon. She carried on up and up. mysterious

What does this story tell us about Chinese culture?

The story tells us that the Chinese believe in shape-shifting and magic. All of the stories has a moral.

L.O: To use organisational devices to structure text and to guide the reader.

A
P

| Success Criteria | Self-Assessment |
|---|-----------------|
| Sequence the paragraphs into a logical order. | ✓ |
| Use sub-headings to help the reader find information | ✓ |
| Highlight the text features: <ul style="list-style-type: none"> ✓ past tense (describes what happened) ✓ named person/ first person pronouns (I, me, my, we) ✓ use of chronological order ✓ adverbials of time ✓ accurate details including place names and names of people. | ✓ |

Self-assessment

Who is Jeremy Strong?

Well, actually he's a bit daft sometimes, thank goodness. And I should know, because I am Jeremy Strong, writing this. Maybe I should start at the beginning, because I wasn't born daft. I just kind of came into it. I blame my parents. After all, who else is there to blame?

So, the beginning - 1949 - that's when I was born. Yes, I know that makes it last century and it means I am incredibly old and ancient. Believe it or not I will have my own teeth, not false. And some of my original hair too. I've also got all my own legs and arms and things so, hey, life's not too bad, is it?

Early Life

Childhood

When I was three I fell out of a first floor bedroom window and landed on my head. Yes, of course it hurt! I had a ginormous headache, a broken right arm and I spent a week in hospital. I think I was a bit accident-prone as a child.

I broke various bones and had stitches here, there and just about everywhere. This was because I spent most of my time out in the fields near our house playing. The 'stitches score' went something like this:

- Riding a bike at a thousand miles an hour - five stitches.
- Falling out of tall trees - four stitches.
- Playing this game - three stitches.

At primary school I enjoyed playing, lunchtime, and half past three. I loved Country Dancing, which meant prancing up and down holding hands with girls. As a girl I didn't suppose the girls liked it either. After that I went to a grammar school and that wasn't nearly such fun. In fact I had a pretty miserable time for the first four years. After that things slowly got better. (Lucky schools are very different places now in those days, the 50's and 60's, we had the cane and the slipper and detention and teachers turned a blind eye to bullying.)

Family Life

Life after school

I have always loved making things up and writing stories. I spent most of my teenage years writing poems for my girlfriend, until she gave it and married me. After a successful marriage of thirty years, (and two children, Robert and Emma, now grown-up), we decided we both needed to go in different directions and we separated. (We're still good friends.) Ten years later I met Sally, and we got married in June, 2008. Between us we have four children, five grandchildren and three cats.

Linking Paragraphs

- = past tense
- = first person
- = adverbials of time
- = Place names and names of people

| | |
|----------------------------|---|
| Policy Name: | MARKING, FEEDBACK AND PRESENTATION |
| Staff Responsible: | Leadership Team |
| Governor Responsible: | Scrutiny & Outcomes Committee |
| Date for Review: | October 2018 |
| Signed Headteacher: | |
| Signed Chair of Governors: | |
| Date: | Scrutiny & Outcomes 31.10.17 Ratified at Full Board 28.11.17 |