



# Feedback, Marking and Presentation Policy

## Introduction

All forms of marking and feedback are crucial to the success of children. They aim to narrow the gap between what they already know and what they have yet to learn, or to bridge the space between their current position and their intended destination. Marking and feedback in real-time are pivotal forms of communication between the child and teacher/teaching assistant. They enable children to become reflective learners and guide them in closing the disparity between their current abilities and the desired skills. It is an integral part of the assessment process as it offers both the teacher and pupil an opportunity to pinpoint strengths and weaknesses.

At Gillibrand we believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed. Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets. Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a questions that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

## Types of marking

<u>Marking type</u>	<u>Purpose</u>
On-the-go marking	Marking within the lesson aims to prompt deeper thinking and promptly address misconceptions. This includes verbal feedback delivered through effective questioning to clarify or redirect tasks, conduct mini plenaries, make mid-lesson

	adjustments, or provide written feedback to remodel misconceptions or present challenges.
Improvement marking	Verbal and written feedback will be given to the children, providing them with an opportunity to respond. This approach aims to enhance the teaching and learning process, accelerating and deepening their learning.
Self assessment and peer assessment	Autonomy is given to the children, allowing them the freedom to work independently and make choices. Differentiated success criteria are utilised to evaluate the attainment and success of a piece of work, providing specific feedback and suggestions for improvement, thus highlighting positive directions for progress. Teachers will recognise and acknowledge the marking done by the children.
Learning acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and celebrated, and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-assessment should be explicitly taught to enable children to identify their own mistakes and correct them accordingly.

### Subject specific marking

<u>Subject</u>	<u>Marking expectations</u>
Marking of Mathematics	<p>All pupil calculations are to be marked with a greater emphasis on effective 'On-the-go' marking and opportunities for self-marking across lessons in Y5/6. Where an answer is incorrect, children may be given time to find the mistakes in their calculation and correct this themselves. The following codes are used in Maths work from Year 1 – Year 6 to support children in correcting their answers:</p> <p>P – Prompt C – Clue M – Model</p> <p>In cases where a child has made numerous mistakes, the teacher must decide which of the mistakes they feel it would be beneficial to address in a 'catch-up' session before the next lesson. Work will be completed in maths</p>

	<p>books and work completed additionally will be demarcated with an I at the top to signal 'intervention'.</p> <p>Furthermore, children will be provided, when appropriate, with answers to check their calculations independently or review the calculations of their peers. They should be encouraged to self-correct calculations when errors are identified. Additionally, children will have opportunities, as deemed suitable, to use a calculator to verify their calculations.</p> <p>If necessary, teachers should offer feedback on number formation and the presentation of work to ensure that pupils comprehend the significance of presenting their work to a high standard.</p>
<p><b>Marking of English and Extended Writing</b></p>	<p>When marking learning in English, staff are expected to mark 'on-the-go' to establish and correct misconceptions in the understanding of the learning objective. Assessed pieces are expected to be cross-referenced with assessment sheets at the front of books and date highlighted to demarcate that the work is an independent assessed piece.</p> <p>In Key Stage 1, common exception or subject-specific misspelt words will be amended and correct spelling will be written above the word. Between 2-3 spellings should be identified by the teacher and/or an additional adult to be written at the bottom of the children's work for the child to rewrite. Additionally correct formation of letters is to be encouraged and children may be asked to correct formation or practice beneath their work.</p> <p>In Key Stage 2 children will be taught to use 'have a go books' to attempt an unknown spelling three times and check with a staff member if still unsure. Staff members will either identify which of their spellings is correct or spell the word for the child.</p> <p>In Early Years Foundation Stage (EYFS) and Key Stage 1, and where children have an identified special educational need, all staff are to mark spellings in accordance with the children's phonemic stage.</p> <p>When marking any spelling, punctuation and grammatical errors should be identified by the teacher through a <u>wiggly line</u>. The teacher will then identify the category of error in the margin of pieces of work, using the following codes:</p> <p>P – Punctuation</p> <p>G – Grammar</p> <p>Sp – Spelling</p> <p>/ - Finger space needed</p> <p>// - New paragraph needed</p>

	<p>Where teachers would like a child to improve a sentence or short paragraph to move learning forward, a sentence may be highlighted with the expectation that the child rewrites the section or edits using a purple editing pen.</p> <p>Where children are self or peer assessing, they should be encouraged to mark a paragraph following the policy for teachers (this will then be checked by the teacher for accuracy), and then a self or peer assessment will be made. Children should peer and self-assess in a purple pen.</p>
<b>Marking of whole class reading books</b>	When marking whole class reading work such as VIPERS questions or comprehension questions, teachers are expected to use their judgement as to if self/peer assessment can be used or teacher marking is required.
<b>Marking of phonics books.</b>	When marking learning in phonics, staff are expected to mark 'on-the-go' to establish and correct misconceptions in the understanding of the lesson objective.
<b>Marking of all foundation subjects</b>	<p>Staff should ensure effective 'on-the-go' feedback is provided throughout the lesson and give verbal feedback to deepen children's understanding during the learning.</p> <p>Spellings identified for correction should be subject specific vocabulary and common exception words.</p> <p>Cross-curricular writing pieces should be marked according to the English framework so they can be used for assessment and writing moderation.</p> <p>In PE, feedback to children will be verbal, and criteria will be assessed in line with the Lancashire PE Assessment App.</p> <p>Feedback in art and design will also be verbal, with criteria assessed against national curriculum targets.</p>

## Edit and Improve Time

From Year 2, time each week will be dedicated to the children editing or improving their own work. Teachers will develop the children's ability to become independent learners, self-scaffold, and give them autonomy in developing and improving their work. This lesson can be used in a variety of ways:

- The teacher models and demonstrates how to proofread and/or improve a sentence/paragraph or piece of work. They can demonstrate on work where there are similar weaknesses to the children, so children can learn the skill of editing.
- The teacher identifies a piece of work that they would like the children to proofread and edit before marking. This should be completed in a purple pen to clearly identify pupil edits.

- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work, and the children are given quality time to have the opportunity to show this in their work.
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer. The children can work independently or with a partner to edit and improve their own or the work of their peer. It is important that when children are asked to edit and improve their work, they read their work aloud. The children read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, and it also allows them to 'look' carefully to see if there are any obvious mistakes, such as words omitted or misspellings.

## **Role of Other Adults Supporting Marking and Feedback**

All staff in the classroom are expected to provide immediate feedback, which helps children to understand how they are doing. This enables them to respond promptly and make necessary improvements. Verbal feedback and dialogue should be an integral part of every session. It needs to be tailored to the success criteria, pointing out positives and suggesting next steps. This approach ensures that each child comprehends how to progress in their learning journey. Specific instructions on giving feedback for teaching assistants must be clearly outlined in the daily lesson plans.

## **Special Educational Needs and Disabilities**

When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's Individual Education Plans (IEPs) and Learning Plans (LPs) will be used to support marking and giving feedback. Extra support is provided, and the curriculum is sometimes differentiated to meet their individual needs, ensuring access to a full and varied curriculum alongside their peers. Reasonable adjustments will be made so that every SEND child can fully access the curriculum and receive feedback appropriate to their learning. Depending on the ability and the needs of the SEND child, various assessment and feedback strategies will be used. Children assessed using PIVATs and semi-formal curriculum will be assessed using key mile stones and these will inform future teaching.

# Pride in Presentation

At Gillibrand, we believe that children should present their work to the highest possible level of their capability. As a school value is 'Pride in our School', we feel this should be apparent to ensure their work shows 'Pride in Presentation'. Learning to complete school work in a tidy, understandable manner is part of every child's preparation for the world of work. In addition, the presentation of a child's work reflects that child's perception of an adult's expectation; therefore, we must set high standards.

We encourage the children to:

- Set out the headings of their work in a distinct pattern (DUMTUMS)
- Use the correct cursive writing script (letter join):

**The quick brown fox jumps over the lazy dog.**

- Think about the general appearance of a book or resource.

## Implementation

### **Follow the 'DUMTUMS' Approach for Written Work**

- **D**ate
- **U**nderline
- **M**iss a line
- **T**itle (WWBBA)
- **U**nderline
- **M**iss a line
- **S**tart work

This is expected to be at the top left of a piece of work. In Reception, Years 1 and 2, the 'DUMTUMS' approach is modelled by the adults through printed or labelled dates and titles.

In Maths WRM workbooks, a short numerical date is to be written at the top of each new small step resource and also written as a short numerical date in Maths books. In all other subjects, a written date is required, formatted as - Day Date Month Numerical Year – e.g. – Wednesday 4th September 2024.

Any dates or titles written by children should be spelt accurately, and any mistakes should be highlighted by a staff member and corrected by the child. In each classroom, on the 'A Wall', there is a 'Pride in Presentation' award which celebrates a piece of work showing high levels of presentation, serving as a model piece of children's work.

**Written by Mr B Thomas – September 2024**