



# Northbrook Primary School Marking, Feedback and Presentation Policy

School Policy

Date: September 2019

Review: September 2020

# Northbrook Primary School



## Behaviour Policy

**This policy reflects the Mission statement of our school.**

## Our Mission Statement

**At Northbrook Primary School, we aim to be a harmonious community offering equal opportunities for all to succeed, based on the highest expectations from and for all, in a safe and friendly environment.**

## **1. INTRODUCTION**

At Northbrook Primary School Primary School, we believe that marking can help, assist and support pupils. Careful and positive marking can provide pupils with a sense of value and motivation, which can inform and enhance their learning.

## **2. POSSIBLE PURPOSES OF MARKING**

These are: -

- To improve learning
- Encourage and motivate pupils
- Assess what a child has learned/understood
- Get an overview of what a class has learned/understood
- Monitor and record pupil progress
- Make sure pupils have completed the task to the best of their ability
- Communicate attainment/standard achieved
- To recognise achievement
- To plan for further class/group/individual input
- To inform pupils of what teacher expectations are
- To provide individual next steps for pupils

The best marking is

- Selective
- Constructive in tone
- Helpfully specific
- Easy to read and interpret
- Leading directly to improvement
- Manageable
- Returned while fresh in the pupil's mind
- Consistent with that of other teachers

At Northbrook Primary School Primary School, the marker may have different roles.

He/she may be the: -

- a) Editor – helping to re-write or improve the next piece of writing/learning
- b) Proof reader – correcting errors and trying to ensure those errors are not repeated again next time
- c) Examiner – grading or levelling work
- d) Monitor – checking work has been done
- e) Assessor – checking the progression and using information to inform future planning

## **3. PRINCIPLES OF MARKING**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Whenever appropriate or possible, teachers should provide individual verbal 'live' feedback to the children. When verbal feedback is given, the work can be marked with  $\surd$  (V) plus one or two words as a reminder as to what has been discussed.

The marking of children's work, either written or verbal, should be regular and frequent.

Teachers should look for strengths before identifying weaknesses when marking work.

Marking should be linked to learning targets/next steps in some cases, even for the most able children.

Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for a particular child.

Marking procedures and marking standards should be consistently applied across the Key Stage/school.

Children should, wherever possible, have access to the marking criteria and understand the meaning of the marks/markings received.

Parents and Carers should have access to the school's marking policy.

Marking practices and procedures should be in keeping with the school's overall policy on Assessment, Reporting and Recording, and in keeping with the variety of ways in which the school recognises and celebrates the children's achievements.

Marks should be used to inform teacher judgements concerning children's progress and to inform teacher records and reports.

Children should be given frequent opportunities to respond to marking. They are invited to respond to the teacher's comments using a contrasting colour/media.

### **The Benefits of Live Marking**

Pupils engage in the feedback there and then

Feedback is relevant and immediate

Feedback is personal

Feedback can be used to develop the whole class

It helps children to become more independent

Feedback is understood more by the children

It can foster a risk taking approach

It constantly informs teaching / next steps

It helps teachers to address misconceptions and can result in mini plenaries

Pupils can immediately complete corrections / next steps or move onto a challenge

#### **4. OUR SCHOOL'S STAFF RESPONSES**

At Northbrook Primary School, we hope to convey the following in response to children: -

Praise and encouragement  
Methods of self-improvement  
Motivation  
Creating raised standards  
Encouraging self-evaluation

The methods of good practice are: -

Stickers  
Table/team points  
Setting clear goals/expectations  
Discussion  
High expectations  
Immediate feedback, wherever possible  
Phrasing comments positively

The value of marking to children is: -

Immediate feedback  
Opportunities for discussion  
Providing a way forward  
Target setting  
Opportunities for self-evaluation

At this school, we broaden our audience through the use of: -

Involving other teachers/curriculum co-ordinators  
Involving the rest of the class  
Involving parents and family  
Involving the Headteacher  
Celebration Worship  
Display work

#### **5. HOW DO WE RESPOND TO CHILDREN?**

##### **Written Response**

**ALL WORK MARKED AT NORTHBROOK PRIMARY SCHOOL, WILL BE MARKED IN GREEN by Class Teachers and in BLACK by Teaching Assistants and Supply Teachers.**

The child will be present whenever possible, so that 'live' marking can take place.

The child will be made aware of the assessment criteria at the outset of the lesson and will be aware of the marking criteria used.

The use of highlighting pens can be used to identify good practice (e.g. when the learning objective has been achieved).

Written responses will occur in all subject areas, although some areas require more detailed marking. All work cannot be marked in detail and therefore some will be acknowledged with a tick or brief comment.

Discussions as to the consistency in marking will be regularly reviewed by all teaching staff.

Marking codes can be found within this document.

## **Oral Response**

Oral response is ongoing and is used as the main vehicle for informing and encouraging pupils.

The main aim of oral response is to motivate, inform and encourage. Negative comments will not be used.

Comments will be made: -

- To the whole class
- To the individual child
- To a group of children

## **6. SELF ASSESSMENT – HOW CAN A PUPIL BE INVOLVED?**

- Marking work alongside a pupil
- Developing critical vocabulary where appropriate
- Reinforcing the assessment criteria verbally and through marking
- Talking to children about achievement
- Encouraging pupils to report back on their own work
- Re-capping at the end of the lesson
- Using mistakes as learning points
- Displaying work and explaining why, encouraging pupils to value one another's work
- Where appropriate, setting shared objectives for learning, particularly at the beginning of the lesson
- Using peers to reinforce positive feedback
- "Marking buddies" and peer marking
- Specific codes and Procedures
- Pupils to peer mark, make corrections or respond to marking in a different colour to their work – using a purple pen
- Children can follow Success Criteria as a way of achieving the learning objective

Through Assessment for Learning, children can reflect on their work and understanding of the Lesson Objective, for example, by the different faces: ☺ ☹ and a straight face. Older children can use a traffic light system if preferred.

Children should complete this task as often as possible, and at least at the end of a unit of work.

## **7. HOW TO MAKE MARKING MORE MANAGEABLE**

Although it is necessary for the teacher to check the work of each child, it has been agreed at Northbrook Primary School that teachers do not have to mark each child's work in depth every time.

We suggest that one or more the following strategies are therefore used in order to make the marking of pupil's work more manageable:

- Focus on a specific fraction or a specific group of children per day, so that by the end of the week every child has been focussed upon. In this situation it must be recognised that on some days a child's work may therefore be only 'skeleton' marked.
- Marking work with a  $\surd$  (V) if the child has received verbal feedback
- Focus on marking the first paragraph (or 2<sup>nd</sup> or 3<sup>rd</sup>) of everyone's work.
- Mark for certain features only, i.e. mark for full stops and capital letters only
- Mark in class with specific, or a specific group of children. This will mean there will be less pieces of work to mark at the end of the session.
- Use paired marking. Children discuss and mark each other's with a positive comment. Therefore when the teacher comes to mark the work at the end of the session, some of the punctuation/spelling/grammatical errors will already be noted.
- Let the children self mark if the teacher reads out the answers. This method of marking, however, is perhaps the most unreliable. Therefore teachers should still collect pieces of work in to ensure work has been marked correctly, and that assessments can still be done.
- To use TAs as and when appropriate to mark straight forward answers, i.e. mathematics work.

## **8. SYMBOLS**

At Northbrook Primary School we have agreed to mark work using the following symbols:

### **1. Layout (only applicable to Year 1 and older – when the children are ready).**

- The date is to be written at the left-hand side of the page (outside of any margins), and the name on the right if on loose paper.
- Miss a line before writing the title, which is written in the middle of the page.
- Miss a line before the first line of writing or number work (DUMTUMS).
- In Numeracy the date is to be recorded as numbers. In KS1 this can be recorded as 5/9/13. In KS2 the pupils are to record the full number date, i.e. 05/09/20.
- In all other work the date should be recorded as Wednesday 5<sup>th</sup> September. In some instances, it may be easier for KS1 children to write the date in the simplified numeric form, and progress to writing it fully, as and when they are able.
- In Years 3 and older, all dates, names and titles are to be underlined.
- The symbol \* denotes good practice and  $\uparrow$  indicates a next step
- When showing a 'target' or 'next step' that the child needs to achieve, show the usual positive comment in the same way followed by:  $\uparrow$ Remember...
- E.g \* Well done -  $\uparrow$ Remember to use a new line for each new speaker in direct speech
- When a child corrects / reacts / self-edits / improves their work they are to use a purple pen

### **2. Marking in Mathematics**

- Use positive comments and next steps as appropriate.
- Ticks are used to show a correct answer.
- A '●' is to be used to show an incorrect answer that needs to be corrected.  $\surd$ C is then used when any correction has been completed accurately.
- Existing answers are not to be rubbed out if wrong - Corrections are to be done as near to the original answer as possible, which will then be marked as appropriate using a purple pen.

### **3. Marking of all other work**

Use positive comments and next steps as appropriate.

Symbols to be used when marking work in KS2 or when appropriate;

\_\_\_\_\_ underline spelling mistakes, when appropriate write the correct spelling in full above (or in the margin) with 'Sp' to show that the word needs to be recorded in the child's there and then. Some children will be able to find their own 'correct spellings' according to age and ability.

? - does not make sense

/ - new line is needed

// - new paragraph is needed

O – a ring around a mistake will show that a capital letter or punctuation mistake has been made

↑ - a next step

\* - good practice

In Literacy, where children have produced work with a teacher / teaching assistant, it should be clearly labelled on the work (i.e. Guided / Group / Teacher etc.)

Teachers in KS1 can begin to introduce these symbols as and when they feel appropriate.

#### **4. Marking against the Learning Objective**

In order to let the children know whether or not they have achieved the Learning Objective of the lesson within their work we have agreed to use the following symbols, along side the ones already mentioned:

To show that the child has achieved the objective:

\* L.O. √

A copy of the symbols will be displayed in each of the Key Stage 2 classes (see next sheet).

#### **8. Presentation Policy**

At Northbrook Primary School we have high expectations of all children and are committed to ensuring the highest standards of presentation in all books.

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year.

Where possible, all staff should ensure that presentation is celebrated through:

- Displaying work with a high standard of presentation.
- Celebrating work with a high standard of presentation in whole class situations.
- Ensure good presentation is rewarded in line with whole school Behaviour Policy (praise, Smiles, Headteacher awards etc.)
- Handwriting will be taught in line with the handwriting policy on a regular (at least weekly) basis. The focus of these lessons will be correct letter formation and cursive handwriting. Children will need to be taught how to write in a cursive style.

#### **General rules**

- All drawings and diagrams should be in pencil.
- Felt/Gel pens are only used in exercise books at the discretion of the teacher.
- Pencil crayons should be used in exercise books.
- One single line is used to cross out mistakes.
- A ruler must be used to draw any lines.
- Absolutely no writing on covers or on the inside covers of books.
- No doodling on pages in books or on covers.
- Tippex and corrections pens are not used.



## The Marks on your work...



\* shows good practice

↑ shows next step

\*LO√ shows that you have met the lesson objective

√(V) shows that your teacher has given you some verbal feedback on your work

**In written work, these are the following symbols that your teacher will use:**

\_\_\_\_\_ underline spelling mistakes with 'SP' in the margin to show that the word needs to be practised. Sometimes you will be able to find your own 'correct spellings'.

? means this does not make sense

/ means a new line is needed

// means a new paragraph is needed

O - a ring around a mistake will show you have made a capital letter or a punctuation mistake.



**In Mathematics, these are the following symbols that your teacher will use:**

√ means you've got it right!!

• means you haven't got it right yet

√C means that you've got your correction right

# Northbrook Primary School



## Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:  
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in September 2019

and will be reviewed again in September 2020

Signed by:

Member of staff responsible for this policy

.....

Governor responsible for this policy

.....

## **Starting new work**

Children should be taught where to begin a new piece of work. As a general rule, children will start a new page when there are only a few lines left; otherwise they rule off and use the same page.

## **Assessment policy**

Marking is closely linked with achievement of the Learning Objective.

At least one piece of work a week will be 'quality marked' by the class teacher in English and Maths.

By 'Quality marking' we mean:

- LO and Success criteria displayed clearly at the top of the piece of work.
- Evidence of peer and/or self-assessment against the success criteria.
- Next steps of learning identified by class teacher.
- Provision for pupil response to marking eg. further challenge/questioning.

Please read full Assessment Policy for more detail.

## **Monitoring**

Presentation will be monitored by the Senior Leadership Team and Subject Leaders on a regular basis through:

- Work Scrutinies.
- Lesson Observations.
- Pupil interviews.

Date Agreed: September 2019

Date Reviewed: July 2020

## **Early Years – Reception Class**

Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to year 1.

It is expected that the majority of children will be writing some words independently and some children will be writing in sentences in the summer term of FS.

### **Dating work**

- Work will be dated by an adult.

### **Writing equipment**

- Children will always write in pencil in books.
- Felt pens will only be used on sheets of paper or the floor book.

### **Learning Objective (LO)**

- Adults will add the learning objective until children are capable of adding this independently.

### **Staff**

- Staff will emphasise correct letter formation and left to right orientation.
- Children will be encouraged to try and write in a straight line. Sometimes children will be given guidelines to aid writing.

## **Year 1**

### **Equipment**

- All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp.
- Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children will be taught how to use guidelines if writing on plain paper.

### **Handwriting**

- Staff will emphasise correct letter formation through the regular teaching of handwriting.

### **Indicating errors**

- Children will indicate an error with one neat line through work.  
**Children will need to be taught how to do this.**

### **Dating work**

- The date and Learning Objective will be written/typed by the class teacher.
- They will work towards writing the date by the summer term of Yr 1 or earlier if possible, e.g.08/07/20 (in maths books) 8th July 2020 (for all other books)

### **Care of Books**

- Children will not doodle on pages or on the covers of their books

## **Year 2**

### **Equipment**

- All work will be written in pencil. Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp.
- Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will be taught how to use guidelines if writing on plain paper

### **Handwriting**

- Handwriting will be taught on a regular (at least weekly) basis and correct letter formation will be reinforced through other work (English, topic, maths books).
- Handwriting books will be purchased for this.

### **Indicating errors**

- Children will indicate an error with one neat line through work.

### **Dating work**

- In maths the short date is used, e.g. 16.03.20.
- In literacy the longer date is used, e.g. Monday 4th September 2019.
- In topic work the longer date is used, e.g. Monday 4th September 2019.

### **Writing the LO**

- Children will be able to write the Learning Objective by the end of the year.

### **Maths Books**

- Only pencil to be used.

### **Care of Books**

- Children will not doodle on pages or on the covers of their books.

## **Year 3 and 4**

### **Equipment**

- Years 3/4 will be the transition time from pencil to pen. Children need to earn the right to use pen in their work. Only when teachers are sure that children can write consistently well in pen should a 'pen licence' be given. Only appropriate blue ink handwriting pens can be used.
- Children will not use biro or gel pen for formal writing.
- Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.
- All maths work will be completed in pencil.
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children will use guidelines if writing on plain paper.

### **Handwriting**

- Handwriting will be taught on a regular (at least weekly) basis with a focus on correct letter formation and cursive handwriting.
- Handwriting books will be used until the child has a neat handwriting style.

### **Indicating errors**

- Children will indicate an error with one neat line through work.  
(Children will need to be reminded how to do this.)
- Tippex or correction fluid is not to be used.

### **Dating work**

- Date written on left (not in the margin) and underlined with a ruler.
- In maths the short date is used and underlined with a ruler, e.g. 16.03.20.
- All other work has the long date, e.g. Monday 8th September 2019.

### **LO**

- Title to indicate work content will be the Learning Objective.
- LO underlined with a ruler.
- If using a text book the name and page number should be stated.

### **Maths Books**

- Only pencil to be used.

### **Care of Books**

- Children will not doodle on pages or on the covers of their books.

## **Year 5 and 6**

### **Equipment**

- Children need still to earn the right to use pen in their work. Only when teachers are sure that children can write consistently well in pen should a 'pen licence' be given.
  - Children will not use biro or gel pen for formal writing.
  - Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.
  - All maths work will be completed in pencil.
  - Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children will use guidelines if writing on plain paper.

### **Handwriting**

- Handwriting will be taught on a regular (at least weekly) basis for children who are not forming and joining letters correctly.
- Handwriting books will be used for this.

### **Indicating errors**

- Children will indicate an error with one neat line through work (children will need to be reminded how to do this).
- Tippex or correction fluid is not to be used.

### **Dating work**

- Date written on left (not in the margin) and underlined with a ruler.
- In maths the short date is used and underlined with a ruler, e.g. 16.03.20
- All other work has the long date, e.g. Monday 8th September

### **Title of work**

- Title to indicate work content will be the learning objective.
- LO underlined with ruler.
- If using a text book the name and page number should be stated.

### **Maths Books**

- Only pencil to be used.

### **Care of Books**

- Children will not doodle on pages or on the covers of their books.