

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, WORCESTER

'Following Jesus in all we do'

MARKING, FEEDBACK AND PRESENTATION POLICY

Early Years and KS1 approach and its development through into Key Stage 2

Approved September 2019

Aim:

Each individual child's development and progress requires staff to fully understand their needs, personalities and interests. Their learning is to be facilitated in an environment where they feel happy and safe thus encouraging them to demonstrate a 'have-a-go' attitude reflected in the building learning power character Have-a-go Hare. It is important that children's learning is built upon and their understanding deepened through the use of AIM learning. Pink challenges or oral feedback are often acted on immediately, the following lesson, or in weekly feedback sessions with the teacher.

Early Years & Year 1 (See attached principles in detail)

Smiley Face System: is used in Early Years and Year 1 to show how much effort the child has put into their work, promoting children to adopt a conscientious work ethic. This reflected in Year 2 by written or verbal comments e.g. fantastic effort! (See attached detail)

Let's have another go **Good** **Brilliant**



Depending on the task set children may be able to complete a task independently, need reminding to self-check through verbal feedback, or may need to be supported (In Year 2 the expectation is that the children work with a higher level of independence therefore any support given will be indicated by S). This is indicated with the following abbreviations:

Abbreviation	Definition
I	Independent
VF	Verbal feedback
S	Support

KEY STAGE ONE (EARLY YEARS when appropriate)

Across the school the Pink for Think and Green for Great system is used. It is used in EYFS as appropriate for the child and is then introduced and developed in Key Stage 1:

Work that meets objectives for that child is highlighted in **green** (In Year 2 the objective on the marking strip is highlighted green).

Work that needs to be reviewed, against the child's objective, by the child will be highlighted in **pink**.

No colour will be used to cover the entire piece of work or excessively within a piece of work..

Responses to pink and green marking in KS1 will be written by the child in **purple**.

SPAG improvements are identified by the teacher using **orange**.

Children in KS1, where appropriate, will self-assess some of their work using a **yellow** highlighter to highlight what they are pleased with, before the teacher has marked their work.

In some cases relevant comments are made by the teacher either verbally or, where appropriate, in writing.

Any TA or Supply Teacher adopts the principles of the policy.

The marking policy is adapted by all staff to the abilities of each child in their year group.

Reviewed and agreed by whole staff L Bury 5th September 2016

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KEY STAGE ONE through into KEY STAGE 2

Across the school the Pink for Think and Green for Great system is used. It is used in EYFS as appropriate for the child and is then introduced and developed in Year 1 and used throughout the school with the same guiding principle:

Work that meets objectives / is a celebration / marks an achievement for that child is highlighted in green.

Work that requires the child to uplevel, correct or develop is highlighted in pink.

In both cases relevant comments are made by the teacher

Spelling improvements are identified by the teacher using orange. Words identified are appropriate to the child's spelling learning and can range from key words to use of appropriate spelling rules that have been taught. The Teacher writes word correctly at bottom of work. The child will practise spelling the word correctly; number of times again appropriate to needs. From Year 3 the child is expected to use a dictionary to locate the word and practise it.

Any TA or Supply Teacher adopts the principles of the policy but in must initial work.

At the end of every piece of work, all children in Key Stage Two complete a reflection linked to the objective and steps to success (R)

When peer marking, children assess a partner's work using 2 stars and a wish which is linked to the objective and steps to success

If appropriate, children may use a highlighter or pencil crayon to assess their work linked to the objective and steps to success.

Teachers may use 'steps to success' checklists which include presentation, effort and achievement in lesson. These will also include abbreviations from list below as appropriate.

All books are marked with marking abbreviations during the lesson as a means of recording the level of independent learning. Year 1 bridges the gap from EYFS into KS1 during the Autumn Term.

Abbreviation	Definition
TA	Teaching Assistant Support
TS	Teacher Support
I	Independent
PW	Paired Work
VF	Verbal Feedback given
GW / LTA	Group Work / Learning Team Activity
FS	Feedback Session

Each child's RE, writing and maths books will be marked in depth **at least once a week**, providing opportunities for children to consolidate their learning or challenge themselves through a mastery activity.

The marking policy is adapted by all staff to the abilities of each child in their year

group. Presentation: (Refer also to Non-negotiable in Mathematics)

DUMTUMS

Literacy/Mathematics/Science

Date (Left hand-side of page)- Underline date- Miss a line- Title- Underline-Miss a line- Start Mathematics

Key Stage One: Numeracy only

Date- short date (Left hand-side of page)- Underline date- Miss a line-

Picture of subject area/topic (Right hand side of page) Miss a Line-Start

Key Stage Two: Numeracy Only

First page-Margin 1 Square- DUMTUMS- Steps to success sheet- Child/teacher reflection

Second page- Margin 1 Square- Start

Front Cover of all Books must have:

A Label with: Child's name, Subject, Group and Number of book

Targets in books: All Children must be aware of their targets in reading, writing and maths. This will be differentiated between the key stages.

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As Teaching Staff at St Joseph's Catholic Primary School, we agree to implement the Marking, Feedback and Presentation Policy and encourage support staff to follow the policy when working with groups of children.

Signed:

Dated: