



Thrunscoe Primary and Nursery Academy

Marking, Feedback and Presentation Policy - EYFS, KS1 and KS2

At Thrunscoe, our marking is a diagnostic tool that supports the future planning, teaching and learning of pupils. We believe that immediate feedback has a significant impact on pupils' learning and progress. We have created a colour coded success criteria system along with a teacher and pupil assessment process to support this.

Aims:

- To ensure marking is purposeful and informs teachers' short term planning;
- To ensure that all children have their work marked in such a way that will consolidate and move their learning forward;
- To ensure that all children have their work marked in such a way that will raise their self-esteem and support their self and/or peer assessment;
- To ensure learning objectives (W.A.L.T) and our colour coded Success Criteria are consistently used across EYFS, KS1 and KS2;
- To ensure marking codes are consistently applied across the academy;
- To ensure marking has an impact on learning without creating undue workload for staff.

Academy Expectations

Teachers and HLTAs will:

- Assess pupils learning against the colour coded success criteria by colouring in one out of two small circles placed in books;
- Assessment circles will be stamped or electronically created in the outer corners of pupils' work books but may be placed next to the WALT and Success Criteria (at the top of the page), if better suited to task.
- Maintain their own personalised short term teaching and learning plans and ongoing arrangements when identifying pupils' next steps in learning;
- Plan next steps in the teaching sequence to support and/or challenge pupils further;
- Make the W.A.L.T, and the colour coded Success Criteria available to pupils throughout the lesson(s); regularly referring pupils' attention back to it;
- Use AFL strategies to give verbal feedback to pupils to act upon during lessons;
- Allocate dedicated time for pupils to colour in one out of two small circles to self – assess and/or peer assess against the colour coded Success Criteria.
- Ensure pupils write their initials next to the coloured circle they have assessed that their peers are working at;
- Allocate dedicated time for pupils to compare their self/peer assessment against their teacher's assessment and identify/discuss their next steps.
- Use stickers, book stamps and other suitable praise to build pupils' self-esteem.
- Record marking codes VF (Verbal Feedback) and S (Supported by an adult) inside the teacher assessment circle along with the colour.
- Mark in blue pen using the academy's marking codes and have them on display in their classroom for pupils to use;

- Ensure pupils correct and edit their work in green pen, only.

Within pupils' books, effective class marking must:

- Demonstrate academy marking codes being used consistently to guide pupils' learning forward and to help them progress over time;
- Show teachers are assessing pupils work against the colour coded Success Criteria placed in books along with the W.A.L.T;
- Show pupils are self – assessing and/or peer assessing learning against the colour coded Success Criteria.
- Demonstrate pupil progress over time;
- Be positive and celebrate pupils' effort and outcomes in equal measure;

Learning Objectives (W.A.L.T) and Success Criteria:

- All learning objectives will use the heading 'W.A.L.T' (We Are Learning To);
- The Success Criteria will be **differentiated** using a colour coded system of **Orange (I understand/ I know)**, **Green (I can/ I apply)** and **Purple (I extend)**;
- Colour coded Success criteria must be available for pupils to access and referred to throughout a lesson or sequence of lessons for pupils to use and reflect upon;
- WALTs and colour coded Success criteria must be pupil friendly. Where reading may be a barrier to learning, colour coded Success Criteria must be presented pictorially and/or read aloud to pupils;
- Colour coded Success criteria can be developed over time with pupils, depending upon the objective;
- All work recorded in books must have the date, the learning objective (W.A.L.T) and the colour coded Success Criteria glued in on a fresh page at the beginning of a piece of work.
- Date, W.A.L.T and colour coded Success Criteria will be printed in Comic Sans font size 10 only – pupils will not be expected to write the date or W.A.L.T.

Frequency of work recorded in books:

At Thrunscoe, we believe in learning over time and building progress. We believe that assigning a specific numerical work frequency, per book, has a negative impact on the planning of teaching and learning. We accept that work needs to be evidenced in books, however, it has to be of value and conducive to pupils' learning and progress. Therefore, we would expect to see an appropriate amount of evidence over a period time that clearly demonstrates pupils' progress. This evidence can be collated from a range of sources including pupil books/work, photographs (stored on staffshared), displays, learning environments and talking to pupils.

Assessment of writing:

At the end of the Autumn, Spring and Summer terms teachers will assess a recent range of writing belonging to a sample of pupils (x3) selected from a ranked list - **(Highest WTS, Lowest EXS, Lowest GDS)** - to provide a summative assessment using the academy's Teacher Assessment Frameworks (TAFs). This is to ensure that consistency across all year groups, related to writing moderation can be achieved.

Presentation of Work

We aim for teaching staff to model a high standard of presentation to pupils and to maintain high expectations. These expectations are intended to apply to the vast majority of children within our academy, although, ***professional judgement will be exercised per year group and for children who have specific needs*** (e.g. a pupil with developmental coordination difficulties). Staff will ensure presentation of work is ***actively taught and is age appropriate*** whilst still maintaining our academy's expectations.

Maths:

- The short date and W.A.L.T can either be written and underlined by pupils or word processed (Comic Sans font size 10) and glued into books at the top of the page at the start of a new piece of work.
- A clean page is always used for each new piece of work.
- Assessment circles will be stamped or electronically created in the outer corners of pupils' work books but may be placed next to the WALT and Success Criteria (at the top of the page), if better suited to task.
- Pupils record their learning in pencil.
- Pupils record 1 digit per square.
- One line will be drawn through mistakes, with a ruler, or erasers may be used at the teacher's discretion.

English and Non-Core Subjects:

- The long date and W.A.L.T is to be word processed (Comic Sans font size 10) and glued into books at the top of the page. (Only the date is required in Spelling Test books and can be written by pupils);
- A clean page is used for each new piece of work;
- Assessment circles will be stamped or electronically created in the outer corners of pupils' work books but may be placed next to the WALT and Success Criteria (at the top of the page), if better suited to task. (Assessment circles are not expected in spelling test books);
- Pupils will write in pencil until the teacher is certain the pupil can consistently write well in pen;
- Pupils must write on the lines printed in their books following our handwriting policy;
- Worksheets, with specially created line widths, can be used initially to support pupils as they develop their handwriting, however, progression should be seen as the pupils' line widths narrow over time and/or pupils begin to write on the lines printed in their books;
- Pupils draw and label diagrams well, reflective of year group e.g. clear labels written on the lines correctly;
- One line will be drawn through mistakes with a ruler or erasers may be used at the teacher's discretion.

Policy reviewed: September 2023

Next policy review: September 2024



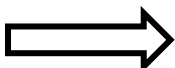
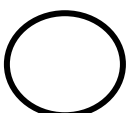



Thrunscoe Academy's Marking Codes

In pupils' books teachers will consistently use marking codes to guide pupils' learning forward and help them progress over time.

All work will be marked in **blue pen**.

Pupils will correct and edit their work in **green pen**.

Right 	Wrong 	Finger space(s) FS
Write on the line(s) / Use the squares 	Missing or wrong punctuation 	Capital Letter CL
Improve this / Do it again * 	An adult has spoken to you VF	Missing word(s) ^
		Supported by an adult S

Sp = **Sp**elling Mistake. Please correct this.