



Presentation and Feedback Policy

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Author: Julie Sutton HT
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Reviewed:
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Policy Amendments:

Review Date	Detail

Non- Negotiables:

- All pupils work must be marked before the next lesson, include self and peer marking
- Work must be marked in blue ballpoint pen
- Pupils MUST not use rubbers to rub out. A simple line through an error must be used. Rubbers must only be used for presentation purposes only.
- Feedback must refer to the learning objective or key elements within the success criteria for different groups of pupils for the lesson as detailed in the planning,
- Foundation subjects must be marked in adherence to the marking policy
- Staff must consistently model quality handwriting and correct grammar in written feedback
- Yellow highlighters must be used to identify if a pupil has:
demonstrated an element that links to the expected success criteria
Pupils may also highlight a feature in their own or others work to demonstrate an element that they have used successfully
- Identify one strength and one next step to move the learning on
- Consider challenge when marking to promote application or deeper thinking
- More in depth marking is required for writing assessment pieces, using the writing frameworks and referring to National Interim frameworks
- Note where oral feedback, support or input is given

Pupil Non-negotiables:

KS1:

- Write in pencil unless the child is sensory impaired or in pen if they have gained a pen licence
- Clear sized capital letters, ascenders and descenders, promoting cursive script
- Full stops
- Finger spaces
- Use of ruler to underline date and title

KS2 (Summer Term Year 2):

- Write in pencil or black pen (after gaining pen licence) unless the child is sensory impaired, using cursive script
- Clear sized capital letters, ascenders and descenders
- Full stops
- DUMTUMS (Date, underline, miss a line, title, underline, miss a line, start)
- Title: Learning Objective
- Full day, date, month and year for all subjects except Maths and Science
- Numerical date for Maths and Science

Aims and objectives

- 1.1 This policy gives guidance to staff on the techniques and frequency of marking. It aims to provide a consistent approach to marking across the school.

1.2 The aims of marking are to:

- To inform the teacher of a child's progress and needs for future planning
- To celebrate improvement
- To show success against targets or success criteria
- To demonstrate the value of a child's work
- To provide prompt and regular feedback to pupils about their work.
- To provide feedback that relates directly to the learning objective/success criteria
- To provide improvement suggestions
- To help children to identify the targets needed for improvement.
- To provide the child with the opportunity to assess their own work

2. Showing success

When marking, the teacher highlights (in yellow) an example in the child's work that meets the success criteria .

Teachers should also use the following abbreviations when marking children's writing

(drawing of a cap – KS1) Cl	Capital letter
(drawing of a finger)	Finger space
sp	Spelling mistake
• FS	Full stop
P	punctuation
^	Missing word
NL NS	New line new speaker
~~~~~	This does not make sense
FB	Fed back to pupil orally

The children should be able to correct their own writing using the symbols to guide them and correcting in Purple Polishing Pens from Year 1

## 3. Giving an improvement suggestion/ Frequency of marking.

Marking may take place during the lesson which allows immediate feedback. This will be indicated by use of FB (feedback orally) with a comment about what was discussed e.g. Adjectives.

Regular marking - This will include a comment on achievement and/ or a suggestion for improvement.

i.e.

#### English –

Well done you have used a wider range of connectives. Next time think about your use of adjectives to excite the reader

Or

Please think about your use of ascenders in your writing. These need to be taller than your other letters.

#### Maths –

Well done you have been able to use column addition to add two three digit numbers together next time we will move onto decimals.

Or

Remember the numbers you are carrying when adding three digit numbers together.

(Show example)

### **3. Making the improvement**

If the teacher makes a suggestion for improvement then they should follow up that the child has understood the suggestion and acted upon it.

Classroom time should be given for children to talk to the teacher, read the Successes and the improvement suggestion and to make the improvement as appropriate (typical total maximum time needed: **10 minutes**)

Children may, where appropriate, self-mark work, or mark another child's work. The teacher will always review this marking.

Children should make alterations and improvements using their purple polishing pen, so that any changes can be easily visible. Any errors must not be rubbed out as progress and improvements cannot be identified.

### **4. Additional points**

- The teacher's written marking needs to be in an alternative colour to the child's. It should be marked in blue pen. It should **never** be in pencil.
- Teachers may make additional comments on work when appropriate.
- All work to be marked according to the school marking policy by teachers however teaching assistants can make comments as and when appropriate (with their initial).
- Annotation is needed in writing to show where work has been completed independently/ supported – mark with I for independent or with S when given support.