



Marking, Feedback and Presentation policy

January 2024

The purpose of this policy is to make explicit how teachers should organise and mark children's work in Tudor Grange Primary Academy Hockley Heath. All members of staff are expected to be familiar with the policy and to apply it consistently.

The Learning Journey

It is clear that when the pupils are able to evaluate their own learning accurately, they become more confident learners and make better progress. It is the responsibility of the teacher to ensure that the learning journey is made very clear for all pupils, organisation of work and marking and feedback are two key strategies for securing this.

WALTS

The learning intention (We Are Learning To) for the lesson must be clear and concise and written to be understood by all. It will be stuck into the pupils' books (depending on age and ability of individual pupils), or written by pupils at the start of each day in a format similar to the examples outlined below:

Tuesday 23rd January 2024 WALT: Write letter-like shapes in response to phonemes.

4.9.20

WALT: Use our knowledge of place value to help us to divide by 10.

Learning intentions should be:

- Knowledge based or skills based and transferable
- Related to the KPIs

- Stuck at or written on the top of each page at the place where the work for the day is beginning, or printed on the top of any worksheets
- Underlined with a ruler

Organisation of work

KS1 and KS2

All subjects: Pupils write on every page of their book. Pupils are given acknowledgement for all pieces of work.

Marking and feedback

Marking and feedback serves the following purposes:

1. Gives positive reinforcement for effort and achievement and recognises what children have accomplished.
2. Identifies areas (both immediate and longer term) to improve.
3. Allows children to communicate and feedback to their teacher.

Annotations:

The following symbols should be used for annotations:

- (next to WALT) = pupil is working towards the WALT
- ✓ (next to WALT) = pupil has met the WALT
- ✓✓ (next to WALT) = pupil is working beyond the WALT

VF – Teachers may choose to indicate where verbal feedback has been given for their own reference and to inform assessment. Staff can choose to record the content of their conversations: marking annotations can be used.

Key Skills Expectations: these are skills that are expected to be correct within the relevant year group or appropriate to individual needs. For example: use of capital letters and full stops to demarcate sentences, or words from the relevant year group's spelling list.

See appendices

Errors may be indicated by a circle or underlined words / passages. For some pupils it will not be appropriate to annotate all errors; as a minimum, the teacher should annotate errors which must be addressed in the response time. When marking, incorrect answers may be indicated with a c (for Correction Needed) rather than a cross, to encourage pupils to look again. This should be the case for teacher, self and peer marking.

Comments may recognise achievement, targets that have been met or learning strategies applied, however comments for all pieces of work are not a requirement. All comments should be written in Standard English.

Comments for improvement should be used to outline what the teacher wants the pupil to do next before moving on to the part of the learning sequence during the 'pondering time' in the lesson.

Feedback should be given with the intention of moving learning forward:

- Redraft or re do (go back to edit and improve certain areas of your work)
- Rehearse or repeat (go back and practise again to master a particular skill)
- Revisit and respond (go back and practise by answering similar questions)
- Relearn (go back and make sure you understand previous learning)

These could be in the form of:

- An open question or a specific closed question
- A direct instruction (including to edit short sections of a text)
- To practise e.g. spellings, grammar, punctuation

The following prompts may be useful:

Probing prompts

- Used for elaborating and extending – *'Tell me more about...'*

Scaffold prompts

- Model expectations through marking, that will specifically encourage pupils to meet the objective.
- Begin a sentence for pupils to finish.
- Write a cloze type sentence for pupils to add to.
- Bullet point the necessary steps for addition.

Example prompts

- Give examples for pupils to either choose from or to demonstrate their understanding and progress.

Reminder prompts

- Remind pupils of objective or outcome - *'Don't forget... Next time...'*

Editing and responding to marking: (To be updated)

Pupils are given time to respond to the marking in their books: 'pondering time'. This should be a well-structured, focused experience for the pupils. Responses should be checked by staff.

Purple pens may be used by pupils to make small edits to their own work, in response to feedback. This is introduced by the end of Year 1 and children should be confident in using this approach from Year 2 onwards.

Marking and feedback may also comment on presentation, if appropriate, and be designed to ensure that pupils are maintaining high standards at all times. Poor presentation must be addressed.

Pupils must be taught how to give constructive peer assessment and should only be used where the teacher is confident that pupils are aware of how to give constructive feedback. Purple pen should be used.

Where worksheets are used, they should be trimmed prior to sticking into books.

Teaching assistants

Teaching assistants will maintain the same routine as teachers, using green pen.

Standards for presentation:

Errors should be crossed out with **one straight ruled line**.

All worksheets should be trimmed and stuck in. Folded worksheets should be avoided where possible.

All handwriting should be neat, consistent and legible, following the agreed handwriting scheme.

A consistent cursive style of handwriting should be achieved. The expectation is that all children will write with a pen during the spring term of Year 6 (not before) using a fountain or handwriting pen unless their provision plan states otherwise.

Pupils should be encouraged to take pride in their presentation and treat books with care.

Key Skills – these should be present in books/around the classroom and be referred to during lessons so that children know what they are working towards

Key Skills 1	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns. Full stops to demarcate sentences. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced. • Start on the left, write left to right. • Write on the lines, with appropriate ascenders and descenders. • One digit/number to each square in maths books. • Phonic knowledge and known graphemes applied. • Spellings from Year 1 spelling list, correctly used. <i>In addition to all previous year's spelling lists.</i>
	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns.

Key Skills 2	<ul style="list-style-type: none"> • Punctuation as appropriate for year group. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced. Beginning to join letters in line with handwriting scheme. • Start on the left, write left to right. • Write on the lines, with appropriate ascenders and descenders. • One digit/number or number to each square in maths books. • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines. • Spellings from Year 2 spelling list, correctly used. <i>In addition to all previous year's spelling lists.</i>
Key Skills 3	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns. • Punctuation as appropriate for year group. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced, and joined in line with handwriting scheme. • Write on the lines, with appropriate ascenders and descenders. • One digit/number to each square in maths books. • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines. • Spellings from Year 3 spelling list, correctly used. <i>In addition to all previous year's spelling lists.</i>
Key Skills 4	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns. • Punctuation as appropriate for year group. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced, and consistently joined, in line with handwriting scheme. • One digit/number to each square in maths books. • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines. • Spellings from Year 4 spelling list, correctly used. <i>In addition to all previous year's spelling lists.</i>
Key Skills 5	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns. • Punctuation as appropriate for year group. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced, and consistently joined, in line with handwriting scheme.

	<ul style="list-style-type: none"> • One digit/number to each square in maths books. • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines.
	<ul style="list-style-type: none"> • Spellings from Year 5 spelling list, correctly used. <i>In addition to all previous year's spelling lists.</i>
Key Skills 6	<ul style="list-style-type: none"> • Capital letters for the beginning of sentences and proper nouns. • Punctuation as appropriate for year group. • Correct letter and digit/number formation. • Handwriting evenly sized and spaced, and consistently joined, in line with handwriting scheme. • One digit/number to each square in maths books. • Phonic knowledge and known graphemes applied. • Rulers used when drawing lines. • Spellings from Year 6 spelling list, correctly used. <i>In addition to all previous year's spelling lists.</i>

Annotations.

In KS1, or to meet individual needs, Spelling, Punctuation and Grammar annotations should be above or around the word.

In KS2 annotations should be in the margin or at the end of the work, to encourage children to find and correct errors.

These annotations are progressive and should be used only when the skill has been explicitly taught, and children are able to self-correct.

Where	What	Meaning (and what to do)
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Early Years

Children or adult to annotate: (if no annotation, assume independent)

In margin, to the left of the WALT	I	I worked independently (or with just a little support from someone during the lesson)
	S	I worked with support

Teacher/TA to annotate:

Next to an answer	c	Correction needed – you need to do this again
Around the word or letter	○	Punctuation point missing here – you need to put it in
In the margin or above the word/sentence	P	Punctuation missing or incorrect – you need to correct it
	Sp	Word is misspelled
	↑	Capital letter missing
	↓	Letter should be lowercase when it is capitalised.
	^	Missing Word
	T	Tense is incorrect and needs checking.
	S	Sense of sentence is unclear
	Gr	Grammar of sentence is incorrect
	//	Paragraph break needed