



Ryelands Primary and Nursery School

Feedback, Marking and Presentation Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school. In development of this policy reference has been made to 'Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group' (2016).

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy

Policy Created		January 2017	
Presented to Governors for approval		Curriculum Committee January 2017	
Proposed Review Cycle/Date:		3 Year	2023
Signed:		Signed:	
Headteacher		Chair of Governors	
Policy Review Summary			
Date:	January 2020	Date:	
Date:		Date:	
Key Changes <ul style="list-style-type: none"> • Amended 'pupil self-evaluation' section • Minor revisions to 'outcomes for children' section • Addition of Peer reviews in phase/staff meetings under the monitoring and review section. 	Key Changes	Key Changes	Key Changes
Approved by Curriculum Committee 05/02/2020			

Imagine, Believe, Achieve...

In our school community every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life, themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenge.

Introductory Statement

Feedback and marking is an important aspect of teaching and learning. It is a key element of assessment for learning. At Ryelands the main aim of marking and providing feedback is to improve progress.

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (Assessment Reform Group, 2002).

Policy Principles

Marking and feedback at Ryelands Primary and Nursery school should:

- ✓ enable children to become a partner in the marking and feedback process
- ✓ be consistent throughout the school, with agreed principles and age appropriate approaches
- ✓ be underpinned by the confidence that every student can improve
- ✓ be seen by children as a positive means to improving their learning
- ✓ be accessible to parents and carers
- ✓ promote a culture that recognises the value of taking risks and making mistakes
- ✓ be constructive
- ✓ be manageable for teachers

Policy aims

All marking and feedback should be **meaningful, manageable and motivating**. The question of **impact** should always be at the forefront of any marking activity.

To ensure that marking and feedback are effective and empower the learner we aim to:

- ✓ Give children continuous opportunities to become aware of and reflect upon their learning needs.
- ✓ Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- ✓ Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success, constructing these as part of the learning process.
- ✓ Encourage children to comment on and evaluate their work.
- ✓ Indicate that children have achieved the learning objective for the task.
- ✓ Provide constructive suggestions for improving work.
- ✓ Agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- ✓ Recognise effort as well as quality, not in a vague or generalised way, but linking effort to

- specific skills or understanding.
- ✓ Use the information gained through marking together with other information to inform future teaching plans.
- ✓ Provide children with time to act on the feedback they are given.
- ✓ Ensure that feedback leads to pupil progress that all feedback moves the learning on.
- ✓ Ensure pupils are given a clear understanding of the way their work is assessed.
- ✓ Involve pupils in self-assessment activities so that they are motivated to succeed.

Marking and Feedback Strategies

The following strategies should be used:

<i>Strategy</i>	<i>Further Exemplification</i>
oral feedback	Oral feedback, working with pupils in class, reading their work etc. all help teachers understand what pupils can do and understand. This is a crucial part of the feedback and marking process and should be a regular part of the classroom routine.
distance marking	When distance marking the quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Space and time for pupils to make improvements should be given, the impact of which should be clear
‘on the spot’ feedback and ‘on the spot’ marking	This should be clearly evident in pupils’ work and captured through the use of the relevant marking code (see appendix)
pupil self-evaluation	Children are encouraged to self-evaluate against the learning intentions of a lesson. This could be done through the use of success criteria ‘tick list’. Children should also be given the opportunity to reflect on what went well in the piece of work and what they would like to improve. A school template for this is available for classteachers to adapt.
peer evaluation	In order to facilitate this process, teachers should use carefully developed prompts to ensure the best possible outcome
appropriate ‘lesson stops’ or ‘part plenaries’ to identify and share learning and progress	These should be used at appropriate points in the lesson and could be supported through the use of a visualiser (or other appropriate tool e.g. iPad camera, photograph etc.) to share, model and correct a piece of work.

Organisation and Practice

At Ryelands we have agreed to:

- ✓ Regularly provide children with success criteria, or generate these as learning progresses, that are related to the learning objective, so that they are clear about expectations. In particular, marking ladders (tables containing Success Criteria – sometimes differentiated) are used to provide specific success criteria for tasks or processes; for example, genre types in writing or calculation strategies in mathematics.
- ✓ Use a variety of marking and feedback strategies to develop self-evaluation.
- ✓ Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- ✓ Provide oral feedback wherever class discussion takes place.
- ✓ Complete distance marking which is accessible to children and manageable for teachers.
- ✓ Implement an agreed approach to marking, with colours and codes to indicate both success and areas for improvement. This is **consistently applied** throughout school. Both teachers and teaching assistants can mark books, indicating success or otherwise, however, teachers will take the lead in identifying next steps for children.
- ✓ A post-it marker sticker can be used in books to indicate that a teaching assistant needs to work with that child to correct a misconception or re-enforce key learning as a consequence of the

teacher's marking.

- ✓ Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children. The impact of such should be clearly evident.
- ✓ Books- when a child has undertaken an extended piece of writing, ideally this should take place on a double page spread. If this is not possible then a blank page should follow where the work has taken place to ensure adequate room for feedback.

When marking, teachers at Ryelands will:

- ✓ use a pink pen to identify success and a green pen to identify areas for correction or improvement
- ✓ on occasions teachers may choose to select and mark areas of work in greater detail
- ✓ provide feedback to pupils on a daily basis
- ✓ ensure that oral feedback is an integral part of daily teaching
- ✓ ensure that all marking has a purpose and leads in improved pupil outcomes. Clear evidence of which should be seen in books where the marking has taken place

EYFS marking will be based on

- ✓ oral feedback commenting on how a child is learning as well as what a child is learning
- ✓ individualised next steps (set challenges)
- ✓ rewards when appropriate e.g. smiley faces, merits and stickers
- ✓ beginning self-evaluation
- ✓ learning journey codes

KS1 and KS2 marking will be based on

- ✓ an agreed marking approach
- ✓ oral feedback
- ✓ rewards when appropriate e.g. smiley faces, stickers, house points/merits
- ✓ use of success criteria or steps to success
- ✓ marking ladders
- ✓ self-evaluation and peer evaluation
- ✓ 'next steps' (in KS1 specifically)

Outcomes for children:

Children will:

- ✓ know about the quality of their work through honest, targeted feedback
- ✓ have the courage to make mistakes knowing that these will be viewed as opportunities for improvement
- ✓ have the motivation to want to produce high quality work and make progress
- ✓ understand exactly what is required to be successful
- ✓ be involved in assessing their work and identifying what they need to do to move on.
- ✓ to give children the opportunity to respond to marking through 'next steps'

Outcomes for teachers:

Teachers will:

- ✓ be able to assess the effectiveness of their lesson planning
- ✓ use feedback outcomes to inform the next steps of planning
- ✓ use feedback outcomes to help curricular target setting
- ✓ have a record of marking interactions for outside audiences

Related documentation:

- ✓ Learning and Teaching Policy
- ✓ Assessment Policy
- ✓ Special Educational Needs Policy
- ✓ Able, Gifted and Talented Policy
- ✓ All subject policies
- ✓ Medium and short term planning

Parents

It is important that parents are aware of how the marking system works. A copy of this policy will be placed on the school website.

Presentation Guidelines

It is the aim of the school to ensure pupils' work is well presented and organised as an indicator of the value and importance which is attached to their efforts. Pupils should be encouraged by recognition and reward to take a pride in producing work which is of a high standard in its presentation whilst untidy or careless work will not be accepted.

The following has been agreed in relation to presentation of work:

- ✓ Pupils' should date their work on the left hand side (underlined in KS2) i.e. day/date/month
Monday 1st September
- ✓ Numerical form to be used in Mathematics books i.e. *12-10-2014*
- ✓ Titles/headings should be written in centre of the line below the date. (Underlined in KS2)
- ✓ Pupils should be discouraged from excessive use of erasers and encouraged to think ahead.
- ✓ When not using erasers mistakes should be crossed out in one straight line.
- ✓ Books should be treated with care.
- ✓ 'DUMTUMS' cue cards are used as a strategy to encourage good presentation

Monitoring and Review

- ✓ Work scrutiny by headteacher and subject leaders
- ✓ Discussion involving children and through School Council
- ✓ Lesson observations
- ✓ Impact on summative assessment results
- ✓ Peer reviews in phase/staff meetings (also to include cross phase)

Appendices

1. Marking Procedures and Codes

EYFS Marking Codes and Procedures
Codes for areas of learning on observations

In the EYFS observations are recorded on rectangle sticky labels. Observations are linked to development matters. The observations are highlighted according to the statement from development matters using the following code:

	0-11 months (white)
	8-20 months
	16-26 months
	22-36 months
	30-50 months
	40-60 months+
	Early Learning Goals

The following codes are used to record observations within a child’s learning journey.

PSED-Personal Social & Emotional Development

- MR-Making relationships
- SC&SA-Self-confidence and self-awareness
- MF&B-Managing feelings and behaviour

PD-Physical Development

- M&H-Moving and handling
- H&SC-Health and self-care

C&L- Communication and Language

- L&A-Listening and attention
- U-Understanding
- S-Speaking

EAD- Expressive Arts and Design

- M&M- Exploring and using media and materials
- BI- Being imaginative

Lit-Literacy

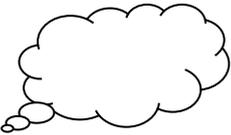
- R-Reading
- W-Writing

MD-Mathematics

- SSM-Shape, space and measure
- N-Numbers

UW-Understanding the World

- P&C- People and communities
- W- The world
- T- Technology

Agreed Approaches to Marking and Feedback in KS1 and KS2	
Pink Pen	<p>Pink pen is used to indicate that the learning objective has been met and other areas where children have been successful including evidence of success criteria being met. The marks may take the form of ticks/multiple ticks, underlines, circling or boxing to indicate success.</p> <p>Teachers will indicate the extent of success against a learning objective using ticks; 1 tick = understanding, 2 ticks = good understanding. Further ticks are optional!</p> <p>Teachers may also add additional positive comments about work in pink, including re-enforcement of the learning, a comment on effort or on the quality of presentation.</p>
Green Pen	<p>Green pen is used to indicate where a correction or improvement is necessary in the work linked to the learning objective or success criteria. The marks may take the form of underlines, circling, boxes or question marks. Crosses indicate where mistakes have been made but should not be overused. Suggestions for corrections can be written in green.</p>
	Next steps will also be written in green pen.
→GW	Indicates that next steps will be a component of the guided work with a teacher or teaching assistant in the following lesson, therefore no next step comment is required.
SW	Supported work (Next to point of support or next to objective)
GW	Guided Work (Next to objective)
IW	Independent (not required for all for all pieces of work) (Next to objective)
VF	Verbal Feedback
	Think about it...
	Marked by a supply teacher