



## Marking and Presentation of Work

**Policy or procedure reference number:** 041

**Issue number :** 1

**Date:** 11/09

**Review date:** 11/10

**Responsibility for review:** Curriculum

### Aims and objectives of the policy

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive but developmental in nature.
- To make pupils aware of the next steps in their learning.
- To ensure consistency of practice.

### Rationale

Feedback is the process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further. Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, child to teacher or child to child. Written feedback may take the form of Acknowledgement Marking or Quality Marking. Quality marking is linked to the learning intention and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement.

### Principles

Marking and feedback should:

- Be manageable for all teachers and teaching assistants
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Inform future planning and individual target setting
- Be accessible and inclusive
- Model the school handwriting font at all times
- Only be written using a green pen
- Be seen by children as positive in improving their learning
- Relate to learning intentions and success criteria which have been shared with the children

- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the marking process, both as self-markers and in peer marking.

## **Presentation**

### **Expectations:**

All children will be taught and reminded of what constitutes good presentation and handwriting; these cannot be left to chance. The standards must apply across the curriculum and not just be expected in some pieces of work or just in literacy. The school follows the Handwriting for Windows 3.0 scheme for handwriting, which will be taught in specific lessons throughout the school.

The following will be expected across the school:

- Most pieces of work will have a brief heading or title/page reference or subject etc., identifying what it is, what it concerns or why it is being done. These do not have to be lengthy 'WALT' statements copied from the board.
- Every piece of work will be dated [eg 23.5.05, or 3rd. March 2006]
- Exercise books/folders should be a cumulative record of good quality work that shows progress and which the child can show and explain to others.
- Staff should not accept work that they know is below the standard achievable by a child. Topic books should contain the best pieces of work for each individual child. Work will need to be done again in some cases and some children will need personal targets relating to their presentation and handwriting. Evidence of progress should be apparent looking back at past pieces of work.
- Work generated by staff and used in school, e.g. in display, on boards etc., must echo the importance given to children of presentation.
- Praise for good presentation and writing is encouraged. Consistently well-presented work may be rewarded with certificates presented in the weekly celebration assembly or passport stamps.

### **Verbal feedback**

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. At Oakhurst, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback will be adapted to suit all learning styles (Visual, Auditory, Kinaesthetic) and will be based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond.

There will be a consistent approach to all forms of verbal feedback from all staff in that it will be specific and feedback will focus primarily on issues linked to the learning intentions and secondly, as a low priority, about other issues or features of the work.

It will be acknowledged on a child's work if verbal feedback has been given.

### **Peer feedback and self assessment by pupils**

Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Teachers and teaching assistants will consider the age of the pupils when selecting the techniques to use.

Techniques for self-assessment include:

- the use of 'traffic lights':  
Green = concept understood  
Orange = partially understood, more help required  
Red = no understanding

Children can mark their own work with I (Independent), P (Partner) or S (Support from an adult/other child)

- Self- assessment at the end of whole class teaching sessions will be either:
  - ❖ 'Thumbs'. Thumbs up = understood; thumbs horizontal = understood fairly well; thumbs down = need further teaching/support to understand this
  - ❖ 'Faces'. If children are using whiteboards they may draw a face to indicate their level of understanding.

Techniques for peer assessment may include:

- 'Three stars and a wish'. Children evaluate another pupil's work through commenting on three parts that are good and making one suggestion about what could be improved. The use of stars and wishes may vary according to the age of the pupils and may be given verbally by younger children. The emphasis is always on the positive. Any peer marking will be done in green.

It is recognised that assessment of work is a skill which children will need to be taught. It will be modelled by teachers and teaching assistants using examples of work with the whole class. Success criteria are a useful tool for assessment and these will be given to children, as part of a pro forma, to aid their feedback.

## **Written Feedback in Literacy**

### Acknowledgement Marking

- Some spelling errors will be identified and underlined with a wiggly line.
- Some punctuation errors will be identified and circled.
- Each teacher will tick the work to show it has been seen.
- Each teacher will initial the work to indicate when corrections have been completed.
- Marking codes can save time and make the feedback more accessible to the child. Appendix A shows the codes to be used. A copy of the codes will be stuck in the front cover of children's literacy books.

### Quality Marking

- Quality marking will be provided against the Learning Intention and Success Criteria using Stars and a Wish highlighting.

- ‘Closing the gap’ comments may be used to show children how their work could be improved. These may take the form of
  - Reminder prompts eg what else could you say here?
  - Scaffold prompts eg describe the expression on the man’s face
  - Example prompts eg choose one of these or use your own: the man’s mouth fell open in surprise.
- After quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work.
- The teacher will initial the improvements when they have taken place.

### **Feedback in Reading**

- Parental comments in reading diaries will be acknowledged with the adults initials and only responded to if necessary or appropriate.
- Guided reading tasks will be acknowledged and discussed with the children during the next reading session.
- Feedback on children’s achievements in reading is undertaken following Guided Reading Guidelines sheet and using Reading Descriptor Sheets.

### **Written Feedback in Mathematics**

All written feedback will be done in green.

#### Acknowledgement marking

- This may take the form of self-marking, peer marking or teacher marking.
- If a teacher or teaching assistant marks work, the first incorrect example of a method will be modelled correctly next to the child’s version.
- Teachers or teaching assistants will acknowledge a child’s self-assessment with initials or a tick.
- Up to three surface features can be marked in a piece of work. These may include number reversal, missing calculation signs, numbers not in squares etc.
- Presentation features will be marked as for literacy (see Appendix A).
- Marking codes for mathematics can be found in Appendix B and a copy of these will be stuck inside the front cover of each child’s maths book.

#### Quality marking

- Quality marking will be against the learning intention and success criteria.
- As far as possible, comments will be developmental although it will not always be appropriate to comment on the next stage if this is meaningless to the child.
- Quality marking may take the form of verbal feedback to a focus group. This may or may not be followed up with a written comment on the work or just the work stamped with the ‘teacher assisted’ stamp.

### **Written Feedback in Science**

- Acknowledgement marking of a tick will be used to mark work where scientific knowledge has formed the basis of the lesson.
- Quality marking will be carried out on work that is concerned with SC1 and will be linked to the learning intention and success criteria.
- As far as possible, quality marking will be developmental and time may be provided for children to return to their work and carry out suggested improvements.

### **Feedback in ICT**

- Most feedback in ICT will be verbal, usually given while the child is working.
- The piece of work entered into each child's profile will be quality marked where appropriate.

### **Feedback in Humanities (history, geography, RE)**

- Most feedback will take the form of verbal feedback, given whilst the child is working.
- There may be an acknowledgement of completed work, using a tick or teacher initials.
- If appropriate, prompt questions may be written which would relate to the learning intention and success criteria.

### **Feedback in Creative Arts (art, DT, music)**

- The majority of feedback in these subjects will be verbal, given whilst the child is working or at the end of a piece of work.
- Quality marking may be carried out when a piece of work is completed for the child's profile.

### **Feedback in PE**

- Most feedback in PE will be verbal, usually given while the child is working.
- Peer feedback will be used when appropriate.
- Digital photos will be used for self assessment at appropriate times.

### **Feedback in Homework**

- There will be acknowledgement of all pieces of homework. Teachers will initial homework diaries and tick the end of the work.
- If appropriate, pieces of homework will be quality marked in line with other areas of this policy.
- Feedback and marking of homework is in line with guidance in the Homework Policy.

### **Monitoring and Evaluation**

The implementation of this policy will be monitored by the Senior Leadership Team who will review children's work at the end of each term.

The success of this policy will be evaluated by considering feedback from pupils, teachers, teaching assistants, parents and governors. The SLT will be responsible for conducting this review.

## **Appendix A**

### **Codes to be used when marking writing**



Your work has been seen by a teacher

Initials

Your corrections have been seen by a teacher



Spelling error



Capital letter missing



Punctuation missing or incorrect



New paragraph

### **Presentation codes to be used when marking**

Date?

Omitted date

Title?

Omitted title

Underline

Next to writing which should have been underlined

## **Appendix B**

### Codes to be used when marking maths



Your answer is correct



Your method of calculation is incorrect



Your method is correct but you have made an incorrect calculation

### Presentation codes to be used when marking

Date?

Omitted date

Title?

Omitted title

Underline

Next to writing which should have been underlined

## Appendix C

Year 1 and Year 2

### **Presentation for English and other foundation subjects.**

- ❑ Date and Title/Learning Objective underlined with a ruler (only date for Y1)  
Monday 25<sup>th</sup> February 2010

#### **L.O - Use adjectives in poetry**

- ❑ Cross out mistakes with a ruler ~~they~~ they
- ❑ Use traffic lights to tell me how you feel about the work



I have fully met the success criteria.



I have partial meet the success criteria.



I need more help to meet the success criteria.

- ❑ Highlighted work means:

**Evidence of meeting the success criteria.**

Something that needs to be improved in order to meet the success criteria.

- ❑ If your work has been highlighted, use improvement time to make the necessary changes.

## Year 1 and Year 2

### Numeracy Presentation

- Date and Title/Learning Objective underline with a ruler

25.2.2008

#### L.O - Adding on

- Cross out mistakes with a ruler  $2 + 2 = \cancel{5} - 4$
- Use traffic lights to tell me how you feel about the work



I have fully met the success criteria.



I have partial meet the success criteria.



I need more help to meet the success criteria.

- Highlighted work means:

Evidence of meeting the success criteria.

Something that needs to be improved in order to meet the success criteria.

- If your work has been highlighted, use improvement time to make the necessary changes.
- One digit in each box (from Y2 onwards)

2	0	+	1	0	=	3	0

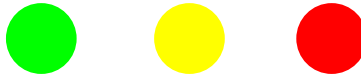
**Literacy Presentation**

- Date and Title/Learning Objective underline with a ruler

Wednesday 8th September 2010

**L.O - To always have neat presentation**

- Cross out mistakes with a ruler ~~they~~ they
- Use traffic lights to tell me how you feel about the work

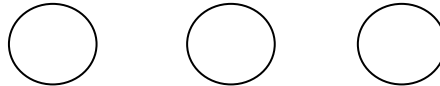


- Highlighted work means:

**This piece of work meets the Success Criteria.**

**This piece of work needs to be sorted out by you to meet the Success Criteria.**

- Read what I have written and write a comment or draw a face to tell me how you feel.



- means please speak to me.

- Always use your neatest handwriting!
- Key words and letter patterns to be correct.
- Always use the PUNCTUATION PYRAMID!

