

**Marking, Feedback,  
Reflection & Presentation Policy  
September 2016**



**St. Paul's command guides us:**

'We have reason to be proud of what we do in the high calling of our daily work, and reason to be humble, since it is God who works in us both to will and to work'

**Philippians 2:13**

**Introduction**

This policy was introduced in September 2015 and over the year standards improved in presentation and consistency in marking across school which impacted on progress and outcomes for pupils.

The policy was reviewed with all teachers and teaching assistants in the summer term 2016, giving them the opportunity to reflect on the policy and their own marking so they could see; the impact of their marking on learning, how consistent their marking was and identify personal next steps for marking in 2016/17.

The team identified successes of the policy and what needed to be developed or adapted to ensure further improvements are made across school, taking into account outcomes from the Monitoring and Evaluation cycle. As a result, the majority of the policy remains the same allowing it to be further embedded, and some aspects have been made a priority for 2016/17.

**The priorities are:** (priorities can be found highlighted in blue throughout the policy)

- Developing independence & editing skills
- Adapted strategies for spelling and grammar mistakes to develop independence in line with Y2 & Y6 Interim standards and moderation for writing
- Self assessment faces & Self/Peer marking
- Reflection Journals
- Consistent use of © to ensure appropriate reflection and fix its are completed

**Rationale & Aims**

“Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when through careful marking, they have a clear picture of what they have done and where they need to do better next time.” OFSTED Framework

Marking is an essential part of effective planning, assessment, teaching and learning. Responding to pupils work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow agreed and consistent systems and procedures in responding to pupils work in order to give clear guidance to pupils, parents and other teachers about individual progress and to move learning on. We believe that it is vital for children to understand their learning through marking and provide regular opportunities for them to respond to their marking to accelerate progress.



### Aims:

- To ensure that marking is consistent throughout school and has an impact on accelerating progress.
- To raise standards and ensure children are aware of high expectations.
- To ensure that marking is both formative (providing feedback to the child and guiding future work) and diagnostic (in identifying errors and addressing misconceptions).
- To inform planning and provide information for ongoing teacher assessment.
- To develop children who are able to reflect effectively on their learning, respond to marking to make progress and understand specific steps to achieve their targets.



Feedback must:

- Be shared effectively with pupils and parents both verbally and in a written form to encourage dialogue and build self esteem.
- Be focused and expectations shared with pupils linked to the LO & SC.
- Include three main elements
  1. Specific praise linked to success against LO/SC
  2. Identify specific aspects of work the pupils could have improved
  3. Steps & prompts of how to improve
- Be manageable, purposeful and an effective use of teachers time to move learning on.
- Increase motivation and engagement which will have a positive impact on behaviours for learning.
- Provide effective actions and targets which pupils can respond to which will improve their learning.
- Be age appropriate.

### Marking and Feedback Methods

Marking and feedback will be used to communicate to children their successes and how they can improve in a positive and constructive way. All feedback, oral and written will help children make progress, encouraging them to strive for high achievement and build self-esteem.

- Every piece of work should be marked and appropriate feedback is given to the children by the teacher/teaching assistant who has delivered the lesson.
- All work should be marked before the next lesson.

### Written Feedback

Written feedback can be given in two ways:

- i. Marking after the learning has taken place.
- ii. During guided work with the teacher pupils can be given verbal feedback (VF) followed by a short comment written in the book of what has been discussed. Eg, VF - Use capital letters. This should be recorded in the work at the point in the learning that it was given, e.g. in the margin. Alternatively a record of verbal feedback can be written on a post it note and put in the books at the point the verbal feedback was given.
- It may be appropriate to mark work during independent tasks during the lesson to move learning on immediately, **however**, marking that does not interact with the pupil should not be taking place during any lesson.
- Adults should correctly model handwriting, spelling and grammar in written feedback
- See below for full written methods.



## Verbal Feedback

- Verbal feedback is powerful as it is immediate and it can have a direct impact on learning, as pupils can adapt their practice which should be evident from the point of verbal feedback.
- Comments and questions that encourage higher order thinking are important aspects of verbal feedback.
- Where this approach is well developed and verbal feedback is effective pupils are confident to ask questions and request feedback from the teacher.
- Verbal feedback should be recorded briefly as outlined in the written feedback section above.

## Methods (Appendix 2 'Marking codes for pupils')

- All staff will mark in **green** biro pen (no glitter pens or felt tip pens)
- Staff should indicate whether the pupil has worked in a 'Guided' (G) group, or has been 'Supported' (S). Staff should also indicate if this was with the Teacher (T) or Teaching Assistant (TA). Eg, G/T or G/TA, S/T or S/TA. If not otherwise stated, it will be assumed that the child has worked independently.
- It should be made clear in books using the following codes, if pupils have been working in pairs (PW), groups (GW) or independently (I).
- Highlighting the objective:
  - If the objective has been achieved, highlight all the objective
  - If the objective has been partially met, highlight half the objective (small amount of support would benefit the pupil)
  - If the objective hasn't been met at all, just highlight the 'LO' (requires further support)  
E.g. **LO: To be able to use the features of a non-chronological report**  
**LO: To be able to use the features** of a non-chronological report  
**LO:** To be able to use the features of a non-chronological report
  - The purpose of highlighting the objective is so the pupils and adults can clearly identify with a visual representation if the objective has been achieved or not. This will also build a picture of the pupils learning over time which will be evident at a glance.
- Throughout the piece of work marking should be highlighted using the following symbols:
  -  or  - Tick or highlight a positive, eg, a good use of vocabulary, conjunctions, punctuation, calculation etc.
  -  - Circle the missing punctuation, vocabulary, missed opportunity etc (This is then linked to the action point, basic skills and the LO).
  - The purpose of marking throughout the piece is so that the pupils can clearly identify their success and identify specifically where they need to make corrections or improvements.
- At the end of the piece of work:
  -  - Positive praise linked to success of skills and progress towards the LO (What worked well).
  -  - Action point to consolidate or extend learning, use imperatives and marking prompts (Even better if).



- Spelling mistakes – (strategies appropriate to year group & time of school year)
  - **Developing independence & editing skills must be a priority for 2016/17.**
  - **In line with Y2 & Y6 Interim writing standards & moderation, pupils should not be given too much support with spelling mistakes as they need to be independent at editing their work.**
  - **Pupils must be taught the skills for editing their own work and finding & correcting spelling mistakes across all year groups.**
  - Some pupils may need more scaffolding than others for spelling corrections. Teachers should use these progressive strategies depending on pupils and their abilities. Teachers must ensure they teach and reinforce the skills required to find spelling errors, check them and edit them.
    - Write 'Sp' in the margin and underline the incorrect spelling, OR
    - Write 'Sp' in the margin and pupils to identify which word is incorrect on that line.
    - Write 'Sp' in the margin across a few lines (don't be specific with which line the mistake is in) OR,
    - Write at the end of the piece of work 'check & edit spellings' (This strategy should only be used for those who are secure with spelling and have advanced skills for proof reading & editing)
  - If the pupil should know the spelling or have the independence to use a dictionary/computer they should complete the correct spelling. If the pupil may not know the spelling, the correct word should be written above. There should be no more than five spelling corrections in any piece of work.
- Grammar mistakes – Apply the same strategies for grammar mistakes as for spelling mistakes instead using 'Gr' for the code.

**NB: Y2 & Y6 From spring 2 onwards – none specific marking if pieces are to be used as evidence for moderation or writing teacher assessment, including writing in core and foundation subjects.**

### Action points guidance

- Use imperatives to give direct and specific action points
  - E.g. Describe..... Calculate..... Check..... Find.....Change.....
- **Reminder Prompt** – reiterate the learning intention, more suitable for the more able. E.g. Describe the character in more detail
- **Scaffold Prompt** – focus the pupils attention  
E.g., Statement – Describe something that happened which showed you they were a good friend or Describe how this person is 'a good friend'  
Unfinished sentence – She showed me she was a good friend when..... (finish this sentence)
- **Example Prompt** – model a possible improvement then asks the pupil for an idea of their own.
- **Steps prompt** – outlines steps to take for improvements
- **Challenge or question prompt** – pose a challenge to extend learning

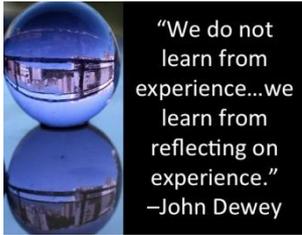


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- For specific guidance on action points for maths marking see appendix 1: Maths Marking Strategies

### Marking in Early Years

- Direct verbal feedback to impact on learning, 1:1 or group feedback on writing, maths topic. (See verbal feedback section)
- Written feedback as appropriate. (See written feedback section)
- Reception codes for marking 'Supported' (S) or 'Independent' (I)
- Independent writing, teacher highlighting:
  - Use green highlighter 'Go Green'
  - Use purple for 'Time to fix it' (In line with whole school purple pen)



## Reflection

After giving verbal or written feedback, think '**How will this improve their learning?**' to ensure the feedback is effective, purposeful, will impact on progress and not be an ineffective use of teachers' time.

### 'Reflection and Fix it Time' 'At the start of Every lesson'

- All pupils will have the opportunity to respond to the action point at the start of every lesson in core subjects as a minimum. Pupils will respond using a purple biro pen, 'The Purple Pen of Progress'. Reflection and Fix it time will last no longer than 5 minutes.
- There is an expectation, as class teacher/teaching assistant, to revisit the action point to ensure the child has responded. This should be indicated by a © to say that the response has been checked (a comment can be added if appropriate).



The use of © must be consistent throughout 2016/17 to ensure appropriate reflection and corrections are made.

## Self-Assessment

Self assessment must be a priority for 2016/17 and pupils need to understand the value of reflecting on their learning and the impact this can have on their success and progress. Teachers must model and reinforce expectations for self assessment to support pupils understanding resulting in accurate and meaningful assessments which can feed into future planning.

- At the end of each lesson, all children (Y1-Y6) will self evaluate their own learning by drawing a simple evaluation face:



I found this tricky and would like some more help please!



I'm not sure about this, I think I might need a bit more time.



I'm happy with how this went and I'm ready to move on!

- Early Years will use oral evaluation throughout the lesson - thumbs up or thumbs down using the language stated above.



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- When marking, the teacher may use the evaluation face as guidance to how that pupil felt they had progressed during the lesson. Where a piece is marked with the pupil, this can be indicated on the page.

### Self/Peer marking

Self and peer marking must be a priority for 2016/17. Pupils must be taught effectively through modelling from adults and reminded of the expectations for self and peer marking. Pupils should refer to success criteria or marking ladders to assess against.

- Pupils should use a coloured pencil when self or peer marking work.
  - **Red pencil crayon for self assessment**
  - **Blue pencil crayon for peer assessment**
- Pupils should initial the work if they have peer marked or assessed it so it is clear who has completed it.

### Reflection Journals (For further guidance see the Teaching and Learning Policy)

A priority for 2016/17 – Consistent approach to Reflection Journals to impact on learning.

Reflection journals are to be completed at the end of the day giving pupils the opportunity to reflect on what they have learned and what has helped them to learn.

Pupils must reflect on their learning throughout the lesson using the 'Key Element' questions to support understanding of the bigger picture:

1. Why am I doing this task?
2. How is this task helping me to learn?
3. Where is this leading to?



**Teachers must** reinforce the link with pupils between; self assessment, self/peer marking, Key element questions and end of the day reflection to encourage and promote deeper thinking, learning and understanding.

### Marking expectations across subjects

“Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.” Ofsted Framework Sep 2015.

- At HKSJ it is expected that all books are marked before the next lesson. With the emphasis on effective marking to move learning on and accelerate progress.
- All subjects, including homework are to be marked as a minimum by highlighting the objective and a comment to support this judgement so pupils, parents and adults are aware if and how the pupil has achieved their objective.
- Core subjects are to follow specifically the procedures as outlined in the policy for both written and verbal feedback.
- Foundation subjects may be marked in less detail, however all work must be marked up to date. It may not always be appropriate to include detailed action points for foundation subjects, however, in some cases it will be very relevant to do this. Pupils should be given the appropriate reflection and fix it time to respond to their marking as appropriate in foundation subjects.



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- Assessed pieces of writing will be carried out every three weeks as a minimum and written in a separate writing book. The work should be marked in detail following the policy and the assessed level should be recorded in the book on a post it note at the end of the piece of work.

### Presentation

At HKSJ we are striving to improve presentation and handwriting to raise standards, expectations and for pupils to take a sense of pride in their work. High expectations from day 1, don't accept anything less.

### Pen Licence

- All children will write in pencil until they have reached the expected standard of handwriting and presentation, with sustained evidence over time to achieve their pen licence. Pupils who receive the licence will receive their pen and certificate in assembly to celebrate success and raise the profile for handwriting and presentation expectations in school. Children will then only write in the blue biro pen provided by school. All pupils will write in pencil in mathematics books.

### Pride in books

Pupils and teachers should take pride in exercise books and be responsible for maintaining high standards in all books, and challenging pupils where anything is less than expectation.

- Each pupils book is to have a pre-printed label on the front including:
  - Name, Year group, Subject area and Book number
- Exercise books will have plastic covers to protect them. Scribbles or any book which is defaced is unacceptable. If children deface their books they should go straight to the reflection sheet stage in the behaviours for learning policy.
- The books are to be stored within the classroom and should be easily accessible. Once books are completed, they should be stored in the classroom and new labels printed for the next book, indicating whether it is book 2, 3 etc.
- Year 2 – 6 to use **DUMLUM** for consistent presentation throughout school.
  - **Date**
  - **Underline**
  - **Miss a line**
  - **Learning Objective**
  - **Underline**
  - **Miss a line**
- Worksheets should rarely be used, however if on occasions the purpose is appropriate then all sheets should be trimmed down to fit flat in the books so the work can be seen (not folded over).
- Long date on the left hand side of the page for every subject apart from mathematics.
- Maths date format, use a slash instead of a dot, don't include the zero for single digits, use 15 rather than 2015 e.g. 1/9/15
- For mistakes pupils to use one single straight line with a ruler though the mistake.



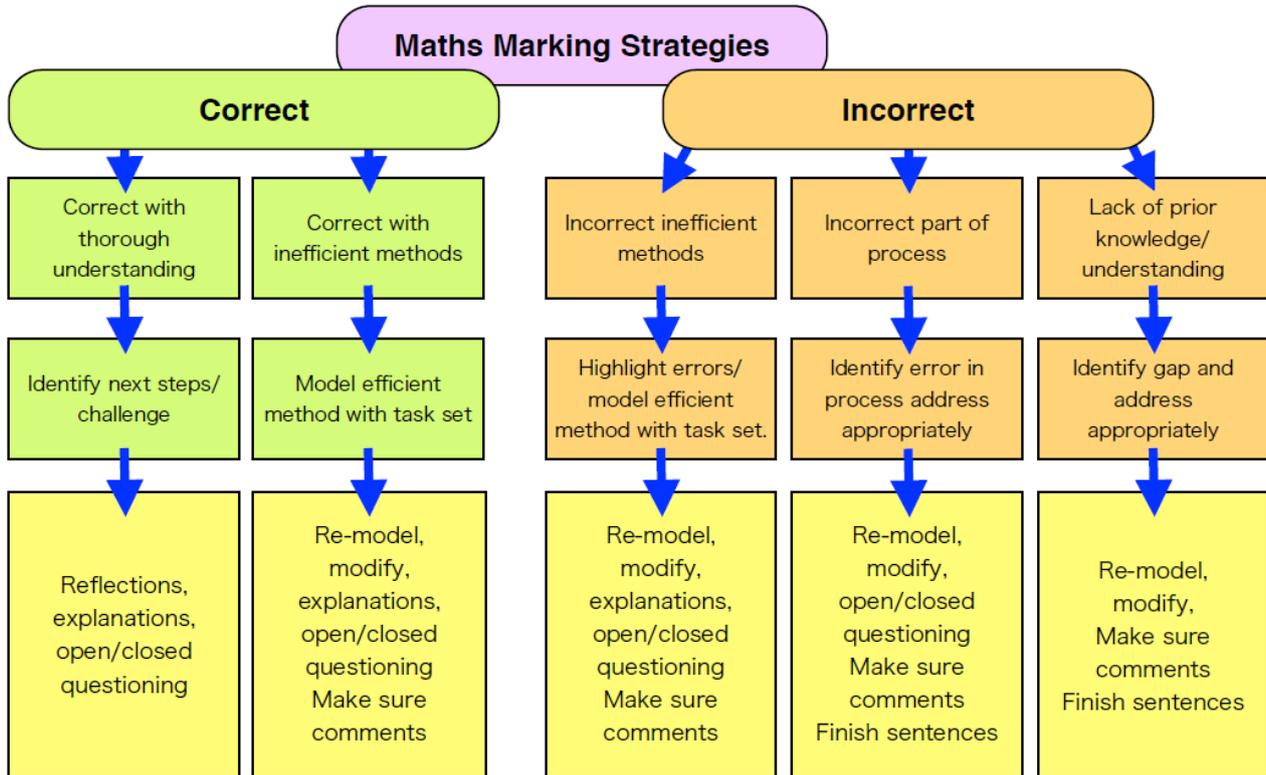
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- Rubbers should only be used in art or for diagrams and tables etc. Rubbers are not to be used in pieces of writing. Rubbers should only be given out by adults in appropriate lessons.
- No felt tips to be used in exercise books.

### **Monitoring**

- Books will be monitored by the Headteacher, Deputy Headteacher and the SLT as part of the scheduled Monitoring and Evaluation Cycle every half term.
- Teachers will be involved in the Monitoring and Evaluation cycle for books over the year so they can gain a wider understanding of the expectations in place and the reasons behind the expectations, they can evaluate their own practice against that of others and see the consistency of marking throughout school and the impact it has on teaching and learning.
- Additional monitoring and support will take place for those teachers who require it.

Revised and Adopted by the Governing Body Autumn 2016.



Possible responses might look like this...

**Explanations**

Ask children to explain reasons for mathematical statements

Would a chocolate lover  $\frac{1}{2}$  or  $\frac{1}{3}$  of a bar of chocolate?

What tips would you give someone who is learning to round numbers to the nearest 10?

Explain why a number ending in 3 cannot be a multiple of 4.

Why is 16 a square number?

**Reflections**

Ask children to think deeply about their work

Could there be a quicker way to do this?

Do you think that this could work with other numbers?

When could you use this strategy?

Have you thought of all possibilities? Can you be sure?

**Re-Modelling**

If child recorded      Model the correct method

52 - 38 =                    52 - 38 =

50 - 30 = 20                52 - 30 = 22

8 - 2 = 6                    22 - 8 = 14

52 - 38 = 26                Now try this one...

**Closed questions**

Provide children with questions that have only one answer

If you start with 93 and count back in 10s what would be the smallest number you would reach on a 100 square.

Put these numbers in order 836, 535, 388, 508. What would the second number be?

I buy three books costing each costing £2.99, How much do I spend to the nearest whole pound?

A 90 minute film starts at 4:15pm at what time will it end?

**Finishing sentences**

Provide children with appropriate mathematical sentences to complete

36 can be partitioned into \_\_\_\_\_ and \_\_\_\_\_

Two numbers < 200 are \_\_\_\_\_ and \_\_\_\_\_

All multiples of 5 end with \_\_\_\_\_ and \_\_\_\_\_

Acute angles are \_\_\_\_\_

A pencil weighs about \_\_\_\_\_

**Open questions**

Provide children with questions that have more than one answer

Tell me 2 three digit numbers with a difference of 26

Give me three division questions with a remainder of 1

What 3 lengths total 1m?      \_\_\_ + 9 = 3\_\_

**Make sure comments**

Provide children with reminders for next time

Make sure you count on from the larger number

Make sure you record one hundred and two as 102 not 1002

**Modifying**

Use comments that challenge the children to look over their own work and processes used.

Can you see where you have made your mistake?

Check your place value in Q5 and correct it.

I calculate the answer to be X, check if I am right.



What does my marking mean?

When my objective is highlighted like this it means

I have met the learning objective

**LO:** To be able to use the features of a non-chronological report

I have met some of the learning objective

**LO:** To be able to use the features of a non-chronological report

I haven't met the learning objective and I need more support

**LO:** To be able to use the features of a non-chronological report

Marking throughout my work

✓ - Something I have done well in my work for example, good use of vocabulary, conjunctions, punctuation or a calculation.

○ - Something I have missed out or I could improve in my work. I need to correct this.

**Sp** - in the margin. I need to correct my spelling. Incorrect spelling may be underlined in green or I may have to check my own work and find the incorrect spelling. I can use a dictionary, computer or '3 before me' to correct my spelling.

**Gr** - in the margin. I need to correct my grammar. Incorrect grammar may be underlined in green or I may need to check my work and find the incorrect grammar. I can use '3 before me' to help me.

Marking at the end of my work

✓ - These are the things I've done well.

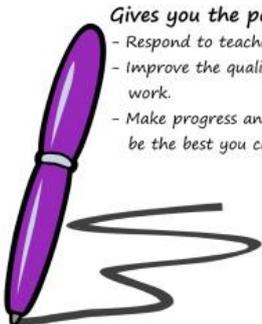
➔ **Action Points:** This is what I need to do to improve my work. I will do this with my **purple pen**.

Fix It and Reflection

'At the start of Every lesson'

At the start of each lesson I look at my feedback and make improvements to my work. My teacher will check I have done my purple pen correctly and write ○.

*The purple pen of progress....*



Gives you the power to:  
 - Respond to teacher feedback.  
 - Improve the quality of your work.  
 - Make progress and aspire to be the best you can be.

Self Assessment

'At the end of every lesson'

I self assess my work at the end of each lesson.



I found this tricky and would like some more help please!



I'm not sure about this, I think I might need a bit more time.



I'm happy with how this went and I'm ready to move on!

I mark my own work using a **red pencil**.

I mark my friends work using a **blue pencil**.

Reflection Journals

'At the end of the day'

I think about what I have learnt throughout the day and share my thoughts in my reflection journal and with my friends & teacher.

This helps deepen my understanding and makes me think about my learning.

**During lessons I think.....**

1. Why am I doing this task?
2. How is this task helping me to learn?
3. Where is this leading to?

