



# **OASIS ACADEMY BYRON**

# **MARKING, FEEDBACK AND PRESENTATION POLICY**

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## **Marking, Feedback and Presentation Policy**

### **I. POLICY STATEMENT**

We believe that constructive marking and feedback helps raise standards. It should focus on success and improvement, enabling children to become reflective learners and help close the gap between current and desired performance. Marking and feedback (written and verbal) makes tracking of learning intentions on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve.

Presentation of children's work should reflect the academy's aspirations for high standards and rapid progress. In order to achieve this we will have consistency of expectations of how children will present work.

### **II. AIMS**

- To raise the achievement and self-esteem of children by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.
- To provide a consistent marking and feedback approach for teachers to inform planning and next steps for children.
- To encourage children to take pride in their presentation of work
- To create a clear and consistent set of guidelines for the presentation of children's learning ensuring that there is a high standard in the presentation of work.

### **III. PRINCIPLES**

Teachers spend a large proportion of their time marking and assessing pupil's work. This time will be spent most effectively when the following principles are applied:

#### **Shared Principles**

- Opportunities for prompt and regular written or spoken dialogue with the pupil are provided.
- Teachers and pupils are clear about the learning intentions of a task and the success criteria and that the marking relates directly to the intentions.
- Clear strategies for improvement are given.
- Teachers agree next steps with the pupil.
- All adults working with children in the classroom are involved.
- Teachers give recognition and appropriate praise for achievement.
- Teachers use information to inform future planning and individual target setting so that assessment for learning is taking place.
- Teachers will have a baseline for judging acceptable standards of presentation.
- Teachers should model good practice in presentation.

#### **Pupil Centred Principles**

- Children are encouraged to self-evaluate and comment on their own work wherever possible.
- Children are given the opportunity to self-assess in pairs, or in groups

- Children are given opportunities to become aware of and reflect on their learning needs in order to move them on in their learning.
- Children have access to quality feedback and understand its purpose.
- Children see marking and feedback as a positive way to improve their learning.
- Children's effort is acknowledged regardless of their level of attainment.
- **Time is given to make improvements to learning and for children to read, reflect and respond to marking.**
- Children are motivated to present their work in the best possible way.
- Children know the standard of presentation that is expected of them.
- Children are encouraged to value and take pride in their work and their achievements.

### **Academy Centred Principles**

- Academy practice is consistent throughout the academy.
- Parents are informed of academy routines in Marking, Feedback and Presentation and understand how they can help, where appropriate.
- The policy is regularly discussed to ensure that it is understood by all members of staff and that practice reflects new policy.

## **SECTION 1 - MARKING AND FEEDBACK**

### **I. PRACTICE**

Effective quality marking will:

- Focus on the task/learning intention and be given regularly ; a minimum of one piece of Literacy and Numeracy per week will be expected to show formative 'quality' marking
- Give pupils opportunities to review their progress against clear success criteria
- Allow improvement time to show the impact of the marking upon learning
- Help close the gap between current and desired performance
- Focus on the learning intention of the task and its success criteria

### **II. STRATEGIES**

Teachers should use a range of strategies to ensure that children are part of the assessment process. Not all pieces of work can be 'quality' marked. Teachers need to decide whether work is simply to be acknowledged or given detailed attention.

#### **Summative feedback/marking**

This usually consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups or one to one.

#### **Formative feedback/marking**

The emphasis when marking should be on the learning intention and clear success criteria, as well as the effort the child has made. With oral feedback, in the course of a lesson, teacher's comments to children should focus firstly on issues about the learning intention and secondly other features.

a) **Where possible:**

- Children's work should be responded to either as they are working or as soon as possible thereafter.
- Children should be given verbal feedback about their work. When this is used a stamper should indicate that this has taken place.
- Work is marked by teachers in the presence of the child, enabling verbal explanation of the written feedback.
- Children should have regular opportunities to peer and self-assess their work.

b) **Early Years Foundation Stage:**

See EYFS profile for further guidance and support with feedback.

- The vast majority of feedback will be verbal and carried out immediately with the child.
- Stickers and observations feed into the profile.
- The teacher notes the context in which the work was completed. For example,
  - (TA) – teaching assistant support
  - (T) – teacher support.

c) **Key Stage 1 and Key Stage 2 guidance:**

- The teacher notes the context in which the work was completed. For example,
  - (TA) – teaching assistant support
  - (T) – teacher support.
- Where verbal feedback is given VF is written or stamped
- Positive areas and next steps are provided in the feedback
- Wherever possible, time should be available for pupils to have their written comments read to them and time to respond to them.
- Feedback should primarily refer to the lesson's success criteria and/or learning objectives

d) **Closing the Gap/Marking prompts:**

Focused comments should support children in '**closing the gap**' between what they have achieved and what they could achieve. Marking and feedback can be managed in a differentiated and constructive way while still ensuring that the children move on, by modifying the comments made to suit the age and the ability of the children. Aspects of strength in the work should be highlighted in green (**Green for Growth**). Areas for development should be highlighted in pink (**Pink for Think**). A pink fluorescent star in the margin shows the children that a response is expected. The following session, they must be given time to respond to the marking before starting that day's work. This will impact on their progress. The response should be completed in green pen.

This strategy can be accompanied by 'closing the gap comments'. This can be achieved through employing the Shirley Clarke 'Success and Improvement Strategy'. (see Appendix 5)

Useful 'closing the gap' comments are:

- A **reminder** prompt (e.g. 'What else could you say here?').
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he....'. 'Describe the expression on the dog's face').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking or the rabbit/The dog couldn't believe his eyes').

**e) Teacher improvement suggestions:**

- 👍 Elaborating and extending ("*Tell us more ...*").
- 👍 Adding a word or sentence ("*Add one word ...*").
- 👍 Changing the text ("*Find a better word ...*").
- 👍 Justifying ("*Why?*").

**f) Marking of Core and Foundation Subjects:**

- High expectations of children's presentation, grammar, punctuation and spelling are applied to all foundation and core subjects. Staff are expected to challenge carelessness in basic skills. (see Presentation section)
- All written work in any subject will be looked at and read by the teacher. A tick or comment is written depending on the objective involved.
- A great deal of verbal marking takes place in the form of comment or discussion.
- We endeavour to acknowledge achievement and make positive comments in subjects such as Art, Music, Design and Technology and Physical Education.

**g) Peer assessment and self-assessment:**

The use of peer assessment and self-assessment should be a regular feature of learning in each classroom.

Children should self-assess wherever possible using a range of strategies and relating to the learning intention for example, thumbs up/down, traffic lights, frontier. Also see School Assessment for Learning (AfL) Portfolios and Local Authority AfL publications

Older children can also be involved in paired marking and peer assessment. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action and be supported to learn the skill of providing positive criticism to their peers.

Children should agree some 'Golden Rules' of response partner/peer assessment/ feedback work to safeguard self-esteem. (e.g. listening, interruptions, confidentiality etc). Children should identify what they like first, and then suggest ways to improve the piece, but only against the learning intention and not the spellings etc. the 3:1 success to improvement ratio should be followed, to avoid over criticism. For example, "I thought you used ... and .... Well I think it would be even better if ...." Post-it notes can be useful. Pairings need to be monitored by the teacher and dialogue should be encouraged between the children (e.g 'I think this bit really shows how that character feels, what do you think?').

At the end of a block /unit of work, children may be asked to self-assess against success criteria using a range of strategies e.g. mind maps, traffic lights, KWL grids

**III. SECRETARIAL FEATURES (ALWAYS SUCCESS TARGETS – Appendices 3 and 4)**

- Spelling, punctuation, grammar, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time.
- When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told be correct all spellings, or they are likely to write further misspellings or waste time looking words up.

#### **IV. ORGANISATION**

At Byron, we have agreed to:

- Ensure that children are provided with success criteria, which are related to the learning objective, so that they are clear about learning expectations.
- Use Closing the Gap/Improvement Comments for developmental marking at three times a week for each child in English and Maths
- Use a variety of marking and feedback strategies to develop pupils' own self-evaluation.
- Continuously model good practice in marking to children as part of daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide feedback through plenaries, group sessions or through the use of the visualiser.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work, recognising that this will take many forms, depending on the nature of the task and the time available.
- Complete distance marking which is accessible to the children and manageable for the teacher. Comments should be appropriate to the age and ability of the child, and may vary across Key Stages and year groups. SEN issues should also be taken into consideration when commenting on work.
- Use a system of codes as part of the marking process and which is consistent throughout the academy.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions.

### **SECTION 2 - PRESENTATION**

The overall aim is for work in books to reflect the school's aspiration for high standards and rapid progress. In order to achieve this we will have consistency of expectations of how children will present work. Teachers must make it clear to children the standards of presentation expected and should use examples of work which model good presentation.

The skills of presentation should be taught explicitly to children so that they know what is expected of them. Much of this should take place in the first weeks of the school year and children can complete a 'What makes good presentation' activity so that clear guidelines are established.

#### **I. PRACTICE**

Throughout key Stage 1 pupils will be learning the following so that by the end Year 2 pupils work will adhere to the following principles:

- Be neat and legible.
- Have a title and date underlined using a ruler.
- Use a margin.
- Use the short date format e.g. 12.9.2011, not 12/9/2011.

- Have titles that are a child friendly version of the learning objective (with the exception of story titles)
- Have days of the week and months of the year accurately spelled.
- Have all sentences starting with a capital letter and end with a full stop.
- Have all proper nouns starting with a capital letter.
- Have the personal pronoun I always written with a capital letter – THE USE OF i WILL NEVER BE ACCEPTABLE.
- Random and inaccurate use of capital letters within a sentence is not acceptable
- Letters will be joined using a cursive script.
- In mathematics, science and where appropriate, tables, diagrams and arrows/linking lines etc. will be drawn using a pencil and ruler.
- All digits will be accurately presented using orthodox script.
- When a new piece of work is started, previous work will be ruled off using a ruler.
- All books should reflect pride taken in work. They must be clean and free from graffiti.
- Mistakes should be crossed out with a single line NOT scribbled out.
- Rubbers to be used at the teachers' discretion.

Throughout Lower Key Stage 2 pupils will be learning the following so that by the end of Year 4 all of the aforementioned skills are in place, plus:

- Commas will be used accurately and appropriately sized.
- Exclamation marks, speech marks and question marks are used accurately and appropriately sized.
- Apostrophes for contractions and possession will be used accurately.
- All writing is joined, neat and legible using a cursive script.
- In mathematics calculations will be set out neatly using appropriately sized and clearly legible digits in both jottings and calculations.

Throughout Upper Key Stage 2 pupils will be learning the following so that by the end of Year 6 all of the aforementioned skills are in place, plus:

- Paragraphs will be demarcated by a missing line (not an indent).
- Handwriting will have developed into a personal style which is economical and automatic.
- Where appropriate all punctuation, including brackets, colons, semi colons, ellipses etc. will be used accurately.
- All work in all subjects will be presented neatly as a matter of course.

Please see Appendix 6 for Presentation Benchmarks

## **POLICY MONITORING AND EVALUATION**

Monitoring will be carried out by the Senior Leadership Team and / or subject leaders at least termly, in a variety of ways such as:

- ☺ Lesson observations

- ☺ Book scrutiny
- ☺ Pupil interviews
- ☺ Planning scrutiny
- ☺ Learning walk
- ☺ Discussions with staff and pupils.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

Date agreed: Autumn 2017

Review date: Autumn 2019

## Appendices

- i. Marking Code Key Stage 2
- ii. Marking Code Key Stage 1
- iii. Always Targets Key Stage 1
- iv. Always Targets Key Stage 2
- v. Closing the Gap prompts
- vi. Child friendly presentation benchmarks

Appendix 1

# Marking code KS2

// New paragraph

^ Missing word

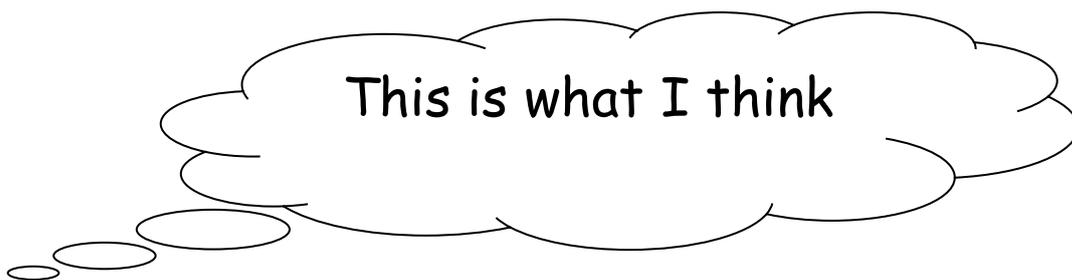
Sp Spelling



Something you did well was ...



To make your writing even better ...



T Teacher support  
TA TA support

Appendix 2

# Marking Code KS1

CL Capital Letter



Finger spaces



Full stop



Something you did well!



To make your writing even better ...

T Teacher support  
TA TA support

Appendix 3

Always Targets - Key Stage 1

Literacy

A Name

B Date (short)

C Full Stops

D Capital Letters

E Finger Spaces



Numeracy

1 Name

2 Date

3 Check numbers

1 2 3 4 5 6 7 8 9

4 One number to each square.



# Always Targets - Key Stage 2

## Literacy



A Name

B Date (short)

C Full Stops

D Capital Letters

E Finger Spaces

F Paragraphs

G Use a ruler for straight lines

## Numeracy



1 Name

2 Date

3 Check numbers

1 2 3 4 5 6 7 8 9

4 One number to each square.

5 Set out your work clearly

6 Use a ruler

## Appendix 5

### Closing the Gap / Improvement Prompts

#### 1. A reminder prompt

Most suitable for brighter children, this simply reminds the child of what could be improved:

*Say more about how you feel about this person*

Interesting, many teachers write this kind of prompt for children. Most children need more support than a reminder prompt.

#### 2. A scaffold prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

*Can you describe how this person is 'a good friend'?*

**A question**

**or**

*Describe something that happened which showed you they were a good friend.*

**A directive**

**or**

*He showed me he was a good friend when  
..... (finish this sentence)*

**An unfinished sentence**

#### 3. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.

*Choose one of these or your own*

*He is a good friend because he never says unkind things about me.*

*My friend is a friend because he is always nice to me.*

## Appendix 6

### **In KS1 my work should .....**

- 👍 be neat and easy to read.**
- 👍 have a title and date that is underlined**
- 👍 have the long date for English work.**
- 👍 E.g. Monday 1st November 2011.**
- 👍 have the short date for other work.**
- 👍 E.g. 1.11.2011**
- 👍 have titles and dates spelt correctly.**
- 👍 have capital letters and full stops for my sentences.**
- 👍 have a capital I not i when I am writing about myself.**
- 👍 have some joined up letters.**
- 👍 use a ruler to draw tables, graphs, labels etc.**
- 👍 have numbers written correctly.**
- 👍 have finished work ruled off.**
- 👍 show pride and care.**
- 👍 have mistakes crossed out with a single line**
- 👍 only be rubbed out when my teacher says so.**

### **In Years 3 and 4 my work should also....**

- 👍 have commas used and written correctly.**
- 👍 have exclamation marks, speech marks and question marks used and written correctly.**
- 👍 have apostrophes used correctly not for plurals.**
- 👍 have all writing joined, neat and readable.**
- 👍 set out maths work neatly, clearly using correctly sized numbers.**

### **In Years 5 and 6 my work should also.....**

- 👍 have paragraphs marked with an indent.**
- 👍 have handwriting that is in a personal style, neat and economical.**
- 👍 have all punctuation used accurately.**
- 👍 be neat and well presented in all subjects without me being reminded.**