



Feedback and Presentation Policy

Policy Title	Feedback, Marking and Presentation Policy
Statutory	No
Policy Version	5
Policy Author	Mrs E Cameron
Ratified By	FGB
Date Ratified	September 2023
Review Period	Annual
Next Review Period	September 2024
Distributed To	All Staff
To be published on website	No
Changes to this policy	V5- clarification of the frequency of marking table
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.	

Rationale

The purpose of our feedback, marking and presentation policy is to provide feedback to children to ensure progress, to assist in monitoring the children's learning, and to provide an audience for their work. It also aims to support teacher workload by reducing the time taken for less effective non-contact feedback tasks.

Aims

Feedback and marking should:

- further the progress of the individual child
- enable the teacher to monitor and give positive feedback whenever required
- be a means of communication between teacher and child
- provide an ongoing record of the child's progress
- assist the teacher in forward planning.

Objectives

Our feedback and marking:

- whether written or spoken, will encourage the child to improve their performance
- will relate to learning objectives and specific skills from the lesson
- with the child, will develop the child's self-assessment skills and encourage them to reflect upon their work and set targets for improvement
- will aid the formative, diagnostic, summative and evaluative assessment of each child.

Method

In order to make feedback and marking motivational, comments should be positive in tone and remarks which humiliate rather than inform, are not used.

Quality Marking

- Where it is appropriate, written marking will be in black pen and will relate directly to the learning objective or success criteria, or personal ongoing targets. A focused challenge to extend or fixing task linked to the learning will be given, and the pupil is expected to respond to this.
- Highlighters will be used in English, maths and science books – a yellow highlighter pen will highlight positive aspects of the work and a pink highlighter will indicate an area of development. This pink area should be directly linked to an improvement or fixing task. Highlighters may also be used for other subjects.
- The achievement of the LO will be indicated by a yellow highlighter dot next to the LO.
(Quality marking is not a written commentary of what the pupil has achieved.)

Marking frequency: Subject / pupil groups	All pupils		Vulnerable pupils (including 'other vulnerable' where appropriate)		All pupils where they have been part of a focus group (max 6-8) with an adult during the lesson
			Pupil Premium	SEND	
English, including reading and skills	All pupils are encouraged to be involved in self-marking/ self-evaluation as appropriate to their level of learning.	Quality marking once weekly on rotation.	Daily priority marking.	Daily priority marking. Where support has been given, annotations made.	Written feedback is not required since they have had verbal feedback through focused support during the learning session.
Maths, including journals		Quality marking once weekly on rotation.	Daily priority marking.	Daily priority marking. Where support has been given, annotations made.	
Science		Quality marking once at least twice monthly on rotation	Daily priority marking.	Daily priority marking. Where support has been given, annotations made.	
	Self or peer marking is expected in maths and English at least once a week.				This support will be indicated with a stick man in the margin. Teachers may choose to mark this work where appropriate, e.g. remaining unmarked maths

Other subjects	Evaluation of learning should be part of a shared discussion in most lessons. This may sometimes be recorded in green pen by the child in their books.	Quality marking once monthly on rotation	Daily priority marking.	Daily priority marking. Where support has been given, annotations made.	questions, where the group had substantial working time after the teacher input, if it is a final piece of work, and/or where no self-marking of self-evaluation has taken place.
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All other books will be marked for punctuation, grammar, key spellings and presentation. It is recommended that up to a maximum of 3 spelling errors are identified to enable focus and improvement. Priority should be given to high frequency words and/or topic appropriate specific vocabulary where this is appropriate.

There should be evidence that feedback has been given on every piece of work recorded in the book. In the case of focus groups, or verbal feedback this will be shown with the appropriate symbol. This can be added by the children under direction from an adult.

*C19 update – Where possible teachers should aim not to take pupil books home and should aim to complete marking in school. Teachers will follow appropriate hygiene precautions and wash hands with soap and water following marking sessions. This will also support work/ life balance.

There should be evidence that feedback has been given on every piece of work recorded in the book. In the case of focus groups, or verbal feedback this will be shown with the appropriate symbol. This can be added by the children under direction from an adult.

Marking symbols

The following agreed marking symbols should be used in the margins of books or at the side of other work. These may be used by adults, or by pupils when peer marking.

	Shown As: On the side/In the Margin
Punctuation	P
Spelling	Sp
Omissions	^
Paragraphs	//
Verbal Feedback	VF for brief advice/ stick man, in the case of focus group
Handwriting	(model the incorrect join)
TA support	Initials and ratio (TA-1:3 + annotation) (annotation examples - cubes provided/ oral rehearsal/ talking tin/ word mat reviewed)
Independent	I Only to be used where children have been supported for part of the lesson and continue independently. Otherwise it will be assumed that children have worked independently anyway.

The children should be given time to respond to marking corrections. Corrections are written under the piece of work by the child. Spellings, to be written out correctly 3 times. Written work will be corrected, as appropriate, across the curriculum and priority given to subject concepts.

Written and oral comments should:

- Be positive and constructive so they affirm and celebrate success, and encourage future learning
- Serve to challenge and encourage pupils to reflect
- Give attention to key vocabulary.

Comments made to give feedback should reflect the objectives for that lesson and if the teacher has asked a question a response, either written or oral, should be expected from the child.

Marking Pens

Teachers- black pen and yellow and pink highlighters.
Children - green biro for self or peer marking.

Presentation

All books should be treated with respect and not be defaced in any way. Only glue sticks will be used in exercise books. All work written on paper which requires gluing in to the exercise book will be trimmed accordingly. Pencil crayons will be used for colouring. No correcting fluid will be used. Children will write in blue roller ball or fibre tip pens. Biros are not acceptable. Ink erasers may be used when the child writes in pen.

Maths journals – to be written in pencil only. The short date followed by the title and / or learning objective on the next line should be used in maths books, both will be underlined. (In the case of Power Maths workbooks – a short date is sufficient.)

Whenever necessary (when they are not printed) margins will be drawn on the pages of books.

The date will be written in full beginning from the left-hand side of the page, a line missed then the title or learning objective will be written on the line below. Both will be underlined. A line will be missed again before work begins.

Handwriting expectations

Handwriting continues to be a school priority in 2022, in recognition of the decreased handwriting during lockdowns. Each class teaches handwriting regularly. Teachers will maintain high expectations for handwriting in all subjects and expect pupils to correct or improve handwriting not up to their normal standard.

N.B. In instances where pupils have particular motor skills needs, they will be supported with specific activities to help them progress.

Displayed Work

- All work to be displayed will be read and corrected by the teacher.
- It will be the best effort the child is capable of.
- It will be appropriately mounted and displayed with the audience in mind.
- Displays will be maintained and changed accordingly.
- Learning objectives and explanations will be included on every display.
- All work will be named.

Monitoring

This policy will be monitored as subject co-ordinators evaluate children's work and reviewed annually by the whole staff. Changes may be made as the result of changes to ways of working in the school, or according to the specific needs of a small number of children.