

# Priestley Primary School

## Presentation, Marking & Feedback Policy

Autumn 2018



### Marking & Feedback

#### Philosophy

*'Providing feedback which leads to pupils recognising their next steps & how to take them'.*

Shirley Clarke

#### Principles

Marking & Feedback focussing on success and improvement:

- Valuing a piece of work
- Showing successes
- Giving an improvement suggestion, Next Step Action
- Making the improvement

#### Procedures

**EYFS children's work is to be marked following this approach.**

Learning Journals are completed using both planned and incidental observations, pieces of work and photographs. All entries into the journal are colour-coded and linked to the areas of learning in EYFS. Children are given frequent opportunities to review the learning recorded within journals. Due to the nature of teaching and learning within the EYFS, a high proportion of feedback occurs in the form of immediate verbal responses and comments. Working in this way, makes it more meaningful for the children who are working in the here and now.

Care is taken to ensure the children's understanding of feedback given, usually through questioning and follow up activities. Feedback is always positive and constructive and given readily to praise and motivate pupils. All feedback is linked to ability, with the children working in partnership to agree next steps. When possible, written feedback through observations takes place in the presence of the pupils. All marking and feedback within EYFS is used to inform future planning, both in specific focus tasks and within the learning environment. (Appendix 1)

**KS1 children's work is to be marked following this approach:**

Marking across Key Stage One will always aim to reflect methods that will engage the child in any learning opportunity as well as being tailored to the child's ability interact in the process, thus ensuring maximum impact and being visually sympathetic ensuring the child's work remains valued. When pupils enter Key Stage One the use of written comment will be minimal due to the ability of the child to read & therefore understand any learning points made by the teacher. Initially as per the model used in EYFS the feedback will be primarily verbal supported by a pictorial grid (Appendix 2) that can be highlighted by the class teacher in-order to address key learning points.

As the child's reading ability improves and thus their ability to interact with any written comment the Class Teacher will begin to add to the pictorial grid with a specific comment or next step that will engage the child in the improvement process and thus maximise any impact. A 'Next Step Action' will be given where there is a need to correct and practice a misconception/omission that has occurred in their learning and this will be indicated with a blue asterisk in the margin alongside the misconception/omission. Time will be allocated for this to be addressed.

All positive comments will be written in Green (Got It Green), any areas for improvement will be written in Blue (Think it through Blue).

Any feedback may also be supplemented by the use of the 'Spikey Stamp', this will be used to indicate any particular 'Spikey' learning trait that has been exhibited by the child in completing the piece of work and would indicate that the child can be put into the Celebration Book.

Any editing completed by the pupils will be completed in Purple (using their Purple Polishing Pen/Pencil).

If marking and feedback is to have the maximum impact on pupil progress it needs to remain current and be pertinent to the improvement of the next piece of work completed by the pupil. Therefore, at Priestley we expect

all pieces of Numeracy & Literacy to be marked within 48 hours of the work being completed. The expectation for other subjects is that the work completed will be marked before the next planned session is delivered.

**Lower KS2 children's work is to be marked following this approach:**

As per practice in EYFS & KS1 it remains important that methods of feedback engage the child in the learning process, thus methods need to remain tailored to the individual child's needs. Following on from KS1 the Class Teacher will use a pictorial grid (Appendix 2) as a basis for their feedback which will be added to with specific comments or next steps when and if required.

As the child's reading ability continues to improve and thus their ability to interact with any written comment the Class Teacher will increase the complexity and frequency of comment or Next Step Actions provided indicated with a blue asterisk in the margin alongside the misconception/omission. Again, time will be allocated for these Next Step Actions to be addressed.

All positive comments will be written in Green (Got It Green), any areas for improvement will be written in Blue (Think it through Blue).

Any feedback may also be supplemented by the use of the 'Spikey Stamp', this will be used to indicate any particular 'Spikey' learning trait that has been exhibited by the child in completing the piece of work and would indicate that the child can be put into the Celebration Book.

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**Upper KS2 children's work is to be marked following this approach:**

Again, it is imperative that any feedback be accessible to the child in-order to have impact on their learning opportunities thus meaning methods of feedback may still need to be tailored to the needs of the individual child. If required, then a pictorial grid (Appendix 2) may still be used as a basis to any feedback with additional comments or next steps provided as applicable.

For those children that are able the pictorial grid will be replaced by a tick sheet that will include the end of Key Stage non-negotiables. Specific comments & Next Step Actions in-order to progress the learning opportunity can be added to this tick sheet. These will continue to be indicated with a blue asterisk in the margin alongside the misconception/omission. Again, time will be allocated for these Next Step Actions to be addressed.

All positive comments will be written in Green (Got It Green), any areas for improvement will be written in Blue (Think it through Blue).

Any feedback may also be supplemented by the use of the 'Spikey Stamp', this will be used to indicate any particular 'Spikey' learning trait that has been exhibited by the child in completing the piece of work and would indicate that the child can be put into the Celebration Book.

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# Presentation

## Philosophy

'The great problem with human society is not that we aim too high and fail, but that we aim too low and succeed'.

Sir Ken Robinson

## Principles

At Priestley Primary School we strive to establish and maintain high expectations and pride in everything we do – both of ourselves and of the children. In order for this to be achieved we have created a clear and consistent set of guidelines for the presentation of children's learning.

In order for pupils at Priestley to take pride in their work and always look to attain those high standards the school sets it is the challenge of each adult that works with the children in school to ensure:

- Each child is motivated to present their work in the best possible way.
- Each child is able to recognise that work is presented to a high standard.
- Each child knows the standard of presentation that is expected of them.

## Procedures

The key non-negotiable expectations for the pupils in each Key Stage are detailed below. These are displayed in each classroom and are routinely shared with the pupils on a daily basis through the marking & feedback received.

Expectations in regard to handwriting are reinforced through the handwriting lessons timetabled during each week and the progression of expectation is detailed as part of the school's Literacy Policy.

For those pupils with additional needs all efforts will be made to ensure they have all the support they might require in order to match the expectation of presentation, this may look like a slightly differentiated task, additional use of equipment or slightly modified outcomes.

Classrooms will reflect the level of expectation in regard to presentation in that all work displayed will not only celebrate the pupil's efforts but be of the expected standard. It is also important to recognise the role of the teacher in modelling the high expectations of presentation in everything they might present in & around the classroom.

### Foundation Stage

When I am writing I will try to:

- hold my pencil in the comfortable correct way
- write from the left to right
- space my work out
- keep my writing the same size
- write on the lines
- enjoy what I do and always do the best I can

### Key Stage One

When I am writing I need to:

- hold my pencil the correct way
- write my name
- start from the left-hand side
- write letters the correct way around
- write on the line
- use a capital letter at the beginning of a sentence
- draw a line through my mistake with a ruler
- use a full stop at the end of a sentence
- remember finger spaces between words
- use capital letters for proper nouns
- write neatly and always try my best
- use capital I

When I use my maths book I need to:

- underline the date and WALT
- write numbers the correct way around
- draw a line through my mistake with a ruler
- write neatly and do my best
- write one digit in one square

The same expectations will apply when using any piece of paper.

### **Key Stage Two**

When I am writing I need to:

- write on the line
- write next to the margin
- use a capital letter at the beginning of a sentence
- use a capital letter for proper nouns
- write neatly
- draw a line through my mistake with a ruler
- join letters correctly
- ensure a line is drawn under the previous piece of work or start work on a new page

In my maths book I need to:

- write and underline WALT
- write a short date at top
- one digit or symbol in each square
- digits written the correct way around
- leave a line between each calculation
- write neatly
- draw a line through my mistake with a ruler
- only use pencil
- ensure a line is drawn under the previous piece of work or start work on a new page

### **Performance**

The Senior Leadership Team will comment on presentation three times each academic year as part of the school's annual monitoring, evaluation & review programme. This will be achieved through book scrutiny & learning walk. All findings will be recorded and fed back to staff after each round of monitoring.

**To Be Reviewed 2020**

## Appendix 1 EYFS Marking & Feedback



Learning journals – colour coding and annotations for observations and pieces of work		
<b>Personal, Social and Emotional</b>	Making relationships – <b>MR</b> Self-confidence and self-awareness – <b>SCSA</b> Managing feelings and behaviour - <b>MFB</b>	
<b>Communication and Language</b>	Listening and attention – <b>LA</b> Understanding – <b>U</b> Speaking - <b>S</b>	
<b>Physical</b>	Moving and handling – <b>MH</b> Health and self-care - <b>HSC</b>	
<b>Literacy</b>	Reading – <b>R</b> Writing – <b>W</b>	
<b>Maths</b>	Number – <b>N</b> Shape, space and measure - <b>SSM</b>	
<b>Understanding the World</b>	People and communities - <b>PC</b> The World - <b>TW</b> Technology - <b>T</b>	
<b>Expressive Arts and Design</b>	Exploring media and materials – <b>EMM</b> Being imaginative - <b>BI</b>	
<b>Characteristics of effective learning</b>	<b>Playing and exploring – engagement - PE</b> Finding out and exploring Playing with what they know Being willing to 'have a go' <b>Active learning – motivation - AL</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	<b>Creating and thinking critically – thinking - CTC</b> Having their own ideas Making links Choosing ways to do things
<b>Other annotations</b>		
Amount of support: <b>H, M, I</b> High, medium or independent	Child initiated learning: <b>CI</b>	

Appendix 2 Marking & Feedback KS1 & KS2











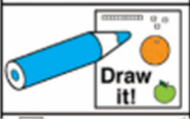
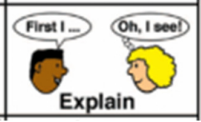
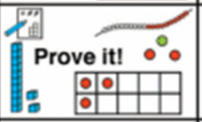
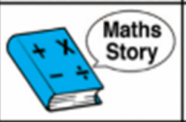

Key Stage One								
Date:		H	M	I				
WALT:								
SDP Focus - Handwriting			Comment/NSA:					
 Letter formation	 Handwriting (ascenders/descenders)	 Join handwriting						
 Finger spaces	 Full stops	 Capital/lower case letters				 Look carefully	 Represents some sounds correctly	 Connectives
 Spelling mistake	 Punctuation	 Pencil grips				 Capital I	 Great Ideas	

Lower Key Stage Two								
Date:		H	M	I				
WALT:								
SDP Focus - Handwriting			Comment/NSA:					
 Letter formation	 Handwriting (ascenders/descenders)	 Join handwriting						
 Capital/lower case letters	 Full stops	 Spelling mistake				 Dictionary	 Punctuation	 Connectives
 Look carefully	 Proof read	 Paragraphs				 Use a thesaurus change the word	 Great Ideas	 Vocabulary

## Upper Key Stage Two

Date:		H	M	I
WALT:				
SDP Focus - Handwriting		Comment/NSA:		
 Handwriting (ascenders/descenders)	 Join handwriting			
Punctuation		Proof Reading		
Paragraphs				
Conjunctions				

## Maths

Date:		H	M	I
WALT:				
 Number formation	 Write one digit per square	 Pencil grips	 Show how you worked it out	 Counting carefully
 Correct place value	 Show your working out	 Use a ruler	 Select appropriate resources	 Use the correct operation
 Draw it!	 Explain	 Prove it!	 Maths Story	

### Appendix 3 Other Symbols

Teacher		KS2 - Highlighters	
<b>Green Highlighter</b>	<b>Got it Green</b>	<b>Green Pen - Teacher</b>	<b>Positive teacher comment</b>
<b>Blue Highlighter</b>	<b>Think it through Blue</b>	<b>Blue Pen – Teacher</b>	<b>Next Step Action (NSA)</b>
Editing			
<b>KS1 - Purple Polishing Pencils</b>		<b>KS2 - Purple Polishing Pens</b>	
Marking Symbols – to be used in Year 3 and 4			
<b>?</b>	Check for sense	<b>//</b>	New Paragraph
<b>_____</b>	Misspelt word	<b>^</b>	Missing word
<b>*</b>	Spellings		
Other Symbols Used			
<b>Spikey Stamp</b>	Celebration Book	<b>HP</b>	House Point
<b>Spikey Sticker</b>	Spikey Ticket		
<b>H M I</b>	Amount of support: High, Medium or Independent		

Year 5 and 6 – all suggestions for improvements will be made through NSA which will encourage the children to independently make progress (less scaffolding).