



## **Marking, Feedback and Presentation Policy 2023-2024**

### **Introduction**

At Our Lady of the Wayside Catholic Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice.

Teacher feedback is defined as 'Information given by a teacher to pupil(s) about their performance that aims to improve learning.' (EEF)

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to feedback and marking throughout our school and to ensure that teachers use their time effectively to support the learning needs of all pupils.

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

### **Rationale**

This policy is underpinned by research surrounding effective feedback and the workload implications of written marking.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload.

As such we have explored alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, Manageable and Motivating.

### **Key Principles**

Our policy on feedback has, at its core, a number of principles:

- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should be used where they are accessible to pupils according to age, ability and task.
- Feedback delivered closest to the point of action is most effective and as such feedback delivered in lessons is more effective than comments provided at a later date.

- Before providing feedback, teachers should provide high quality instruction.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All work in books should be acknowledged by the class teacher in some form (see codes)

Alongside the above we understand for effective feedback to take place the following must occur:

Children must understand what they are learning

How this is achieved:

- The learning objective is shared at the point where is best for the children
- Success criteria will be developed with the children. This can be done in a number of ways such as:

Creating success criteria after appropriate modelling from the teacher (for a new topic)  
 Through seeing an end product and identifying success  
 Children articulating to peers and teachers their understanding of the task and how it links with the learning objective

Our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching, both within and across a sequence of lessons.

**Feedback and Marking in Practice**

At Our Lady of the Wayside School, we will give feedback in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a task/lesson
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like:	Evidence (for observers):
<b>Immediate</b>	-Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. -Takes place in lessons with individuals or small groups. -Often given verbally to pupils for immediate action. -May involve use of teaching assistant to provide support or further challenge. -May re-direct the focus of teaching or the task. -May include highlighting/annotations according to the OLW's marking code.	-Lesson observations/learning walks. -Some evidence of annotations or use of marking code/highlighting. -Improvement evident in books, either through editing or further working
<b>Summary</b>	-Takes place at the end of a lesson or activity. -Often involves whole groups or classes. -Provides an opportunity for evaluation of learning in the lesson. -May take the form of self-or-peer assessment against an agreed set of criteria. -In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	-Lesson observations/learning walks. -Pre-and post- teaching based on assessment outcomes. -Some evidence of self- and peer- assessment. -May be reflected in selected focus review feedback (marking).

<b>Review</b>	<ul style="list-style-type: none"> <li>-Takes place away from the point of teaching.</li> <li>-May involve written comments/annotations for pupils to read/respond to.</li> <li>-Provides teachers with opportunities for assessment of understanding.</li> <li>-Leads to adaption of future lessons through planning, grouping or adaption of tasks.</li> <li>-May lead to targets be set for pupils' future attention, or immediate action.</li> </ul>	<ul style="list-style-type: none"> <li>-Written comments and appropriate responses/action.</li> <li>Adaptions to teaching sequence tasks when compared to planning.</li> <li>-Use of annotations to indicate future groupings.</li> <li>-Intervention action in response of review.</li> </ul>
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### Live Marking

The main emphasis should be on 'live marking' i.e. adults giving pupils formative, verbal feedback (supported by written prompts if necessary) to focus their attention on what they need to do (or amend) to achieve the objective at the point of learning. VF to be written in the margin at the point at which verbal feedback is given. As the feedback is in the context of the lesson, there is an expectation that the pupil will respond to the feedback immediately.

### Marking Practice

All staff to mark using green and pink pen. **'Think Pink, Go Green'**

General Marking Codes			
Code	Meaning	Code	Meaning
✓✓	Learning objective achieved	MW	Modelled work
✓	Successful aspect of work	SW	Teacher/TA supported
↩	Steps needed to improve work	PW	Peer Work
VF	Verbal feedback	IW	Independent work after intervention
Subject Specific Codes			
English (Y2 – Y6)			
Code	Meaning	Code	Meaning
P	Punctuation is missing	SB	Sentence boundary missing
C	Capital letter missing	//	New paragraph
SP	Spelling error (underline error)	T	Tense error
V	Improve vocabulary	PE	Punctuation error
G	Grammar error		
Maths			
•	Error in maths calculation (placed next to calculation)		

## **English**

Pupils use a red pen to self-correct. Spelling errors should be written above the incorrect spelling. Once pupils have edited their writing in response to feedback, teachers will assess their changes.

If children are using a set of numbered success criteria for a piece of independent writing, they can be asked to identify in the margin where they have included the aspect. Also, teachers can do this as part of their marking/feedback if it is deemed to be effective – i.e. that it will support children in moving forward with their learning.

### **Marking own work**

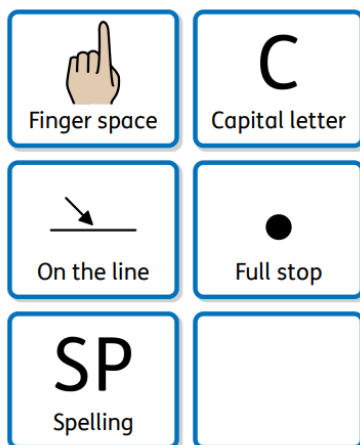
Where children mark their own work, this should be done in red pen and teachers check a child's marking for accuracy. Children should only mark their own work where it is appropriate to the task and balanced with teacher marking.

### **Marking and Feedback in the Foundation Stage**

Children's ongoing formative assessments are at the heart of effective early years practice. Foundation Stage staff at Our Lady of the Wayside observe children as they act and interact in their play, everyday activities and planned activities. Staff analyse the observations to identify precise next steps using the guidelines set out in 'Development Matters.' Significant observations are recorded in individual children's work books/ learning journey on EY Log and shared regularly with the children, parents/carers. Next steps are made explicit in weekly planning and made evident to the child through individual or group activities and interactions.

Live marking takes place as much as possible in the Foundation Stage.

Further Marking Codes for Early Years and Year 1



## **Presentation**

Presentation of work is an important aspect of children's learning. The quality of the presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

### **Aims:**

- To encourage all pupils to present their written work to the best of their ability
- To have a consistent and progressive approach to setting out work across the school
- To have an agreed high standard of expectation for pupils
- To set clear guidelines for the presentation of each piece of work

## **Application**

These expectations are intended to apply to the vast majority of children in our school. Occasionally, a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties when writing).

## **General guidelines**

- The date and Walt should be on the left hand side of the page of every piece of work.
- All dates and WALTs should be underlined neatly with a ruler and sharp pencil.
- A short number date is used in maths, 1 digit per square.
- The long word date is used for English and other curriculum areas from Year 2. Lower phase...
- All drawings and diagrams should be in pencil.
- Pencil crayons should be used in exercise books.
- Felt pens are not used in exercise books.
- Coloured pens will only be used for specific reasons by children, e.g. self-assessment
- One single line is used to cross out mistakes.
- Rubbers will be used at the teacher's discretion.
- No writing on covers or on the inside covers of books.
- In Maths squared books, work should be presented as one digit per square.
- Pencil should be used in maths to record
- Sheets and writing frames should ONLY be used if independent recording is not an option for that particular piece of work. If sheets are used to scaffold and record learning, then these should be stuck into books straight and neatly, not hanging over the edge of the page and not folded.
- Any lines will be drawn with a pencil and a ruler.
- No doodling on pages in books or on covers.

These guidelines should be adapted for KS1 and Foundation Stage.

## **Starting new work**

Children should be taught where to begin a new piece of work. As a general rule children will rule a line after a piece of work leaving a line and then start new piece of work.

## **Handwriting**

The teaching of handwriting will depend on the needs of the child in each year group. It will be taught on a regular basis.

The focus in early years and key stage 1 will be on correct letter formation and moving towards the children developing their initial letter joins.

In key stage 2 the focus will be on children producing neatly joined handwriting. Any children who are not forming and joining letters correctly will be taught on a regular basis to meet these needs.

When writing in their books all children will be expected to use good quality handwriting.

**Date of policy: November 2023**