

# **Camblesforth Community Primary Academy**

## **MARKING, FEEDING FORWARD AND PRESENTATION POLICY**



*Responding to children's work is an integral part of feeding forward next steps to children. A focussed response will enhance children's learning, enable more rapid progress and lead to raised standards and confident learners.*

### **OBJECTIVES**

- Marking should be meaningful and help children to understand the next steps needed to make progress.
- Marking will raise standards by highlighting what children have done well and feeding forward the next steps when appropriate to inform children how to improve their work.

### **GENERAL CONTEXT**

- Rich conversation when marking around improving work and children will as much as possible respond to marking and feedback in lessons.
- If all marking and responding to feedforward is not possible, children will respond to marking and verbal feedback as soon as possible after the lesson.
- All recorded work will be acknowledged.
- Any comments written by adults will be in black pen.
- Children will be given time to respond to marking to improve their work further when feed forward comments are given which will then be checked by an adult.
- All written work will be marked using either Wave 1 or 2 depth of marking depending on the level of marking required for that specific piece of work.
- The attached marking symbols will be used consistently across all subjects.

## Wave 1 Marking

- Work will show progression through a skill/genre/knowledge which may take several days.
- Written work is live marked using green and purple highlighters with immediate verbal feedforward comments to improve work.
- If written work is not fully responded to during sessions, work will be marked using green and purple highlighters and teachers will discuss improvement with children during feedforward time and children will be given time to uplevel their work.
- Children will write in purple pens when upleveling.

## Wave 2 Marking

- Limiting judgements will be used as the success criteria during the progression through a skill/genre/knowledge taught for children to use as targets to improve.
- Work will show drafting, feedback, editing and upleveling.
- During the session teachers will respond to work with live marking where appropriate with immediate conversation around feedforward. Teachers will mark books using green and purple highlighters and make comments when children are using chromebooks.
- After extended writing, detailed marking is completed, which specifically gives a child a target to improve future writing.


## SELF AND PEER ASSESSMENT

- As many opportunities are built in for self and peer assessment.
- Work will be underlined in green pens when elements of success criteria have been identified and underlined in purple pen, parts of work that needs improving.
- Peer marking will be acknowledged with the child's initials who is marking the work.

## EXPECTATIONS

### WRITING

- **There will be a minimum of two recorded written work each week with the build up to a more extended piece of writing using drafting and editing over the genre.**
- Writing will be either written directly into English books or, written on chromebooks.
- To show the progression of skills in planning a genre a marking grid will be used

| <b>LO – To write an alien description for a lost alien in school<br/>w/c 17th September and 24th September</b> |  | Level of support |
|--|--|------------------|
| • collaboratively identify features of a description   |  | L M H            |
| • develop understanding of expanded noun phrases   |  | L M H            |
| • use drama to act out the aliens personality  |  | L M H            |
| • work in groups to mind map aliens likes and dislikes   |  | L M H            |
| • create a plan  |  | L M H            |
| • slowly write a detailed alien description  |  | L M H            |
| • edit and improve my description  |  | L M H            |

- In addition to using the marking grid, correction of spellings appropriate to the child's needs must be identified. This should be used to inform future teaching and show in all curriculum books.
- One off writing pieces in writing books will need a clear LO, but do not need a marking grid unless this will benefit the children's outcomes.

## **MATHS**

- **There will be a minimum of three evidenced pieces of recorded work each week.**
- Evidence of basic skills taught at least once a week recorded
- A 'Have A Go' piece of work will focus on a key skill/knowledge previously taught at the end of each unit and will be
- Greater depth will be evidenced through Diver Dan.

## **READING JOURNALS**

- A reading journal collects a range of independent activities to show the different skills covered. A minimum of one piece a week will be added to a child's journal but only when a child is confident in word reading. Where appropriate the skill will be labelled.

## **PRESENTATION OF WORK**

### **AIM**

We aim to be consistent in the presentation of children's work across all years so that children demonstrate a pride in their work. To achieve this:

- When children can correctly form letters, children will move onto cursive, which will be practised at least three times a week.
- Children will write in pencil until they receive their handwriting licence when the teacher feels they are ready.
- Children who struggle with handwriting and pen control will be provided with appropriate pens/pencils to aid pen control.
- The date will be written on the left hand side of the page.

- In any written piece when needed, the date should be written in full, i.e. Monday 2nd October 2019.
- In maths books, the short date will be recorded, i.e. 02.10.2019 when needed.
- One line will be missed after the date before writing the title then another line missed before starting the task with the title will be in the middle of the line.
- Children should miss a line to indicate a new paragraph.
- All underlining will be done using a ruler.
- All book covers are kept free of any scribbles or marks.
- Tippex is not allowed to be used by pupils.
- When a mistake is made, a single line is drawn through the mistake.





## **MONITORING AND EVALUATION**

Implementation of this policy will be monitored through book scrutinies, learning walks and teacher tracker.

## **CONCLUSION**

We aim to be consistent in the presentation and marking of children's work across school and this policy outlines how we intend to equip pupils with the skills, confidence and motivation to secure continuous improvement.

## How has your work been marked?

|   |   |
|---|---|
|              | 'Green for great' Green highlight shows that the objective for the lesson has been achieved.              |
|              | 'Purple for progress' Purple highlight shows where needs improving  |
| <i>DS</i>   | An initial means that an adult has supported at this point.   |
| <b>VF</b>   | This means that an adult has spoken to you about this piece of work and given you verbal feed forward.    |
| //  | This means you could have started a new paragraph.  |
|             | If a gap is highlighted in purple, like an arrow, this shows that a <b>word or something is missing</b> . |
| I am making my work better  | Children will edit their writing using a purple pen.  |
| ②   | This means you have achieved 2 gems for great work.   |
| happee<br> | A misscorecct spee  |