



Marking, Feedforward and Presentation Policy

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(By Local Governing Body)

Signed:....I Fenton

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. This will be understood as purple for polishing and 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.
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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 by a member of the teaching team, who will record evidence of this on the page (either through a tick or an initial).
- 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 feedforward comments are given which will then be checked by an adult.
- The attached marking symbols will be used consistently across all subjects.

MARKING

- Where possible written work is live marked using green highlighting elements of success criteria and purple highlighters to identify parts of work that needs improving with immediate verbal feedforward comments to improve work. This will be recorded on the work in brackets for example if feedback is around adverbs this will be (adverbs). Children will understand this as Key Word Marking.
- Any written feedback (marked after the lesson) will be responded by the child in purple during specific feedforward time. This must be specific to the curriculum area being taught.
- Online marking is used through Google services and Seesaw. This can include individual and group feedback.

SELF AND PEER ASSESSMENT

- Opportunities are planned regularly for self and peer assessment.
- Work will be underlined rather than highlighted with a ruler.
- Peer marking will be acknowledged with the child's initials who is marking the work in the success grid.

EXPECTATIONS

ENGLISH

- **There will be a minimum of two recorded pieces of 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

<u>LO – To write an alien description for a lost alien in school w/c 17th September and 24th September</u>		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
● slow write a detailed alien description		L M H
● edit and improve my description		L M H

- Children will practice spellings either in spelling books or on a whiteboard.
- 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.
- Children will create their own success grid when completed independent writes which are marked with a gold star.
- A copy of the final piece of writing will be recorded into their wider curriculum books.

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
- Greater depth will be evidenced through the Diver Dan symbol.

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. The skill will be matched and labelled to fit with the comprehension limiting judgements.

WIDER CURRICULUM

- Wider curriculum books will include an overview of the objectives linked to the areas of curriculum being covered. LO will be on every individual piece (handwritten for KS2) For example History & Art LO: To use a range of sources to find out about the past in relation to Tutankhamun
- All written work will meet the same high expectations that are in English Books.
- Feedback will be specific to link to the National Curriculum of that subject.

PRESENTATION OF WORK

AIM

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

- When children can correctly form letters, children will move onto cursive, once cursive is mastered well, children learn to join
- Children will write in pencil until they receive their handwriting licence when the teacher feels they are ready.
- Children will receive their pen licence when the teaching team feel their handwriting is of a consistently high standard throughout the curriculum.
- The date will be written on the left hand side of the page.
- In English work when needed, the date should be written in full, i.e. Monday 2nd October 2020.
- In other books, the short date will be recorded, i.e. 02.10.2019 when needed.
- Worksheets which hinder presentation/pride of work will be avoided.
- Children should miss a line to indicate a new paragraph.

- Adults will model layout expectations.
- Any colouring must be purposeful and of high quality.
- Rulers will be used to rule off a previous piece of work.
- Blank pages will be avoided.
- Writing should be on the line.
- Non negotiable spellings MUST be spelt correct, if spelt incorrect they will be practiced in individual spelling books or on whiteboards.
- Simple sentences MUST have the basics appropriate to their level.
- All KS2 children will write in cursive script.
- LO is used to write the Learning Objective of the lesson.
- Purple pens will be used for KS2 children only. KS1 children pencils as appropriate
- 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 using a ruler.

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.
(adverbs)	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 word or something is missing .
I am making my work better	Children will edit their writing using a purple pen/pencil depending on age
②	This means you have achieved 2 gems for great work.
happee 	An incorrect spelling- if this has been identified then this will have been practiced.