



QUEST
PRIMARY

LEARNING CHANGES LIVES

Marking and Presentation Policy

Approved by the Local Governing Body

March 2022

To be reviewed

Spring 2023

POLICY

This policy is written to support the teaching and learning at Quest Primary School using effective marking procedures. This is done in order to develop the children's ability to reflect upon their work, learn from making mistakes, respond to constructive criticism, take their learning forward and improve their independent learning skills.

Teachers will share the learning objective (L.O.) at the start of each lesson and will build the success criteria throughout the lesson.

All marking must be Meaningful, Manageable and Motivating.

Why do we need to provide meaningful feedback?

- To scaffold learning
- To ensure Pupil progress
- To address misconceptions
- To close the gap between where a pupil is and where a teacher wants them to be.

Research

The EEF released guidance on how to improve learning by teacher feedback (2021). Their recommendations were:

- ***Lay the foundations for effective feedback –***
- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work the feedback needs to do: formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
- ***Deliver appropriately timed feedback, which will move the learning forward -***
- Teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject and self-regulation strategies.
- ***Plan for how pupils will receive and use feedback***
- Implement strategies that encourage learners to welcome feedback and monitor whether pupils are using it.
- ***Carefully consider how to use purposeful, and time efficient written feedback***
- Some forms of written feedback have also been associated with a significant opportunity cost due to impact on teacher workload. This should be monitored by teachers and school leaders
- ***Carefully consider how to use purposeful verbal feedback***
- Verbal methods of feedback can improve pupil attainment and maybe more time efficient when compared to some forms of written feedback.

Aims of the Marking & Presentation Policy:

The marking & Presentation Policy will:

- Be meaningful to pupils and teachers
- Be manageable and not impact on teacher workload
- Help to motivate pupils to make progress

- Include a range of techniques that vary according to age and subject
- Give children the opportunity to become aware of, and reflect on, their learning needs.
- Give recognition and appropriate praise for achievement.
- Result in specific time being given for children to read, reflect and respond to comments.
- Respond to individual learning needs and inform children of their next steps.

General marking guidelines for all areas of the curriculum

- All written comments must be written in a clearly discernible colour (not green) and ***should model neat, legible handwriting and correct grammar, punctuation and spelling.***

Feedforward Approach (English)

At Quest Primary we believe that feedback to children is most effective when it takes place in a timely and purposeful way. Teachers are not required to mark books and individual pieces of work with comments and next steps; instead we use our Feedforward sheets (appendix 1) and teachers spend time looking through pupils' books, either as part of the lesson or after, to note down excellent work, general class misconceptions, individual pupil errors, presentation issues or incomplete work and next steps.

Class Teachers then use this information to alter any planning and tasks in readiness for the next day, picking up both whole-class and individual pupil needs promptly, ensuring that next steps are always informed by informal assessment and will be meaningful, thereby having the greatest impact and allowing children to make better progress.

Our dedicated intervention time takes place daily for all children and ensures that teachers have time to work with the children, implementing the findings from their feedforward marking the previous day. We believe this is integral to a child's achievement. Specific time is dedicated to intervention and catch-up, where children are given time to reflect on the previous day's work and prepare for the present day. This time is protected and is non-negotiable.

The class teacher will work with a group of between 6 – 8 children, who have been targeted for additional intervention in English. In addition, any children who have been highlighted on the feedforward sheet by the teacher, will receive intervention at this point, to help them improve their work. This may be in a small group, with the whole class (if there is a general misconception that all pupils require correcting), 1-2-1 with the teacher or Teaching Assistant or by working independently under the supervision of an adult.

Evidence of the impact of feedforward marking will be seen in the children's work moving forward and their confidence to apply new learning and skills to future work independently.

Feedforward sheets are kept for a minimum of a term by the class teacher and are used to evidence impact.

Pupil Response

When pupils respond to a marking comment made in their book, a green pen will be used.

Teachers may choose to use pink and green highlighters to cue a child in to where they need to make improvements to their work, or where they have achieved well.

English Writing

Teachers will mark the interim and final assessments in more detail using pink and green highlighters. They will be given next steps in their interim assessment, which will be followed up in the final assessment. Supply teachers will mark with green and pink highlighters.

Further Guidance

English across the curriculum

- **SPELLING:** Common spelling errors will be picked up by the feedforward marking and built into the following days planning. Individual spellings will be written in books for children to copy when interim and final assessments are carried out.

- **PUNCTUATION & GRAMMAR:** When marking interim and final assessments, missing punctuation and mistakes will be highlighted in green. In KS1, children will be guided to what the missing punctuation is and how to correct their mistakes. In KS2, children will be expected to identify what punctuation is missing and their mistakes made. Common errors in punctuation and grammar will be picked up by the feedforward sessions and built into the planning for the following day.

Maths

- Underline correct calculations using a pink highlighter.
- Underline wrong answers using a green highlighter (no more than three).
- Children in KS2 may mark their own work overseen by the teacher.

Foundation including Science

At the end of each half term, the teacher will carry out a verbal review on what has been learnt. Four questions will be asked to small groups of children and responses recorded. Reviews will then be stuck in books. In Upper KS2, answers can be written if appropriate. These reviews inform planning for the next half term and any common misconceptions will be addressed.

Equal Opportunities

The National Curriculum should be available to all pupils regardless of gender, race, ethnicity, ability or special educational need.

Marking tasks are differentiated by the teachers to enable the child, whatever their need, to receive achievable feedback on their next steps for learning and with sensitivity towards the child's attainment in that lesson.

Racial Equality

The National Curriculum should be available to all pupils regardless of race or ethnicity. The school in order to fulfil their full potential and therefore reach the highest possible attainment supports each child. Children of different races and ethnicity are supported to achieve their best firstly through their class teacher and the delivery of the National Curriculum. Lessons are differentiated to reflect the wide diversity of cultures both within the school and the outside world. Children of different races/ethnicities also have access to differentiated tasks and feedback in order to attain their learning potential.

Monitoring & Evaluation of Marking and Presentation.

In order to maintain and promote consistency of high standards in marking & presentation in the school, regular monitoring and evaluation of pupils' books will be undertaken during lesson observations. At all times, the teacher will be given feedback on their lesson observations and direction on how to improve individual practice. The English and Maths leads will be released to undertake one-to-one reviews across the school to monitor the standard of marking and presentation in each class. Teachers will bring to these meetings their feedforward sheets as well as books. The teachers will then be given feedback on these reviews.

Recording and Reporting to Parents

The children's books are available for parents to see at any time. In order to maintain security within the school, parents are asked to book an appointment to discuss issues pertaining to their children at the office. Teachers are also available for an 'informal chat' at the end of the school day, when they lead the children out to dismiss them.

In addition to these times the school hold Parent Consultations twice a year to discuss their children's attainment with their parents and the children's books are available at this time.

Presentation

Presentation is developmental throughout a pupil's years at Quest Primary School.

All work should be neat, tidy and dated.

The use of a ruler to draw lines will be encouraged from a pupil's first day in Year One at Quest Primary School. This is particularly important in mathematics.

Underlining by the children will always be done with a ruler using a pencil.

The form is titled "Feedforward Record" and includes the following sections:

- PPG children (highlight if needed support)**: A box at the top left for identifying children who need additional support.
- Date ----- Subject -----**: Fields for recording the date and subject.
- L.O -----**: A field for recording the Learning Objective.
- Assessment of understanding**: A central heading for the main feedback section.
- Praise**: A large box with a gold frame for recording positive feedback.
- Intervention Focus Group for Next Day:**: A grey-shaded box for planning future interventions.
- Misconceptions**: A box for recording common student errors.
- Next steps ...**: A box with a footprint icon for recording future actions.
- Unfinished work/Presentation issues**: A box for recording work that was not completed or presentation problems.
- Vocabulary, spelling and SPAG**: A section with horizontal lines for writing.
- QUEST PRIMARY** logo and tagline "LEARNING CHANGES LIVES" at the bottom right.

If a mistake is made it will be crossed through with one line using a pencil and ruler.

Erasers can be used at the discretion of the teacher.

Children will not be allowed to draw or doodle over the covers of exercise books or folders.

Books should be neatly named or labelled written with the full name/class/subject.

Maths work will follow the conventions of all other subjects, i.e. working horizontally from left to right across the page. Maths should always be in pencil. Maths work will be set as appropriate to the task either horizontally or vertically.

Children in KS2 will be given an opportunity to write in blue ink.

Children will write using cursive script.