



Feedback, Marking and Presentation Policy



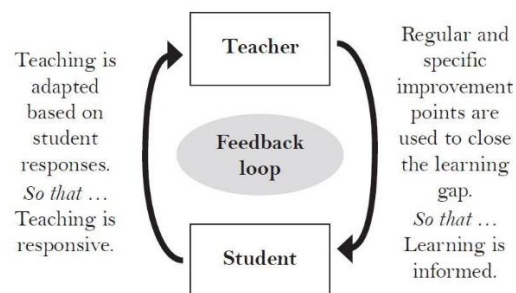
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The purpose of this policy is to ensure a consistently high standard of presentation of children's work and learning across the whole school which all children and staff recognise, understand and follow. The policy ensures that children take pride in their work at all times and that high-quality feedback and marking has a strong positive impact on pupil outcomes. In order to be effective, marking and feedback within Castilion aims to:

- Influence future lessons by identifying children's strengths and areas for development.
- Develop children into increasingly effective learners by celebrating success and empowering them to go further.
- Ensure all children are supported with work appropriately suited.



We aim to:

- Set high standards of expectation for the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit acceptable standards of presentation in their work.

Marking Policy

Children to edit using **purple pen/purple pencil (as appropriate)**. Teachers to **mark in green**. The success criteria must be marked where there is clear evidence that key skills have been implemented successfully, not forgetting use of key vocabulary.

Stickers should not be used in books





Marking Codes

There are three Marking Code guides. These guides are not age specific. They are intended to be employed to meet the needs of all learner's – including those children with SEND. For this reason, any one of these guides may be used across the whole school.



Marking Codes

Marking Codes	
Sp	Spelling
Gr	Grammar
P	punctuation
✓	Good
Vf	Verbal feedback
I	Independent work
Ws	With support
•	Does not make sense
T	Tense
//	New paragraph
Λ	A word is missing

Marking Codes

Cl	Capital letters
	Sound out words
	Finger spaces
Fs	Full stop
	Write on the line
Sp	Check spelling
Vf	My teacher said
CD	

Marking Codes

Cl	Capital letters
	Sound out words
	Finger spaces
Fs	Full stop
Ws	With support
I	Independent
Vf	My teacher said

Success Criteria

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards set learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they take part in assessing their learning and how they will be supported to make further progress is also planned.

Success criteria are elements of the learning objectives - what you need to remember to do in order to achieve the learning objective

Children to assess their learning outcomes against the success criteria with the teacher confirming outcomes.




This must be used for all subjects and be cut and stuck in straight in books under the date.

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Example 1




Learning outcomes and success criteria will be shared as a group during directed tasks. The use of the below LO/SC label will be made when learners can read them.

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LO: <u>To write words.</u>			
Success criteria			
I can say words.			
I can use sounds to write words.			
Key vocabulary			

Example 2

Font: Twinkle precursive light, size 12

LO: <i>To be able to write in a descriptive way.</i>			
Success criteria			
<i>I can use adjectives to describe nouns.</i>			
<i>I can start a sentence with a capital letter and end with a full stop.</i>			
Key vocabulary			

Example 3

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LO: <i>To be able to use the passive voice to write in a journalistic style.</i>		
Success Criteria	P	T
<i>I can identify passive voice</i>		
<i>I can use passive voice</i>		
<i>I can use punctuation to demarcate clauses</i>		
Key vocabulary		

All teachers are encouraged to do live marking as this has more of an impact. Allow children time to respond to your feedback (5 minutes before the start of the next lesson)

Symbol must be written in the margin on the same line as the error for children to identify.

KS2, mark no more than 3 key spellings, encourage children to check and edit their work.

Children in KS2 must use the numbering system to edit. This is to avoid work being messy and encourages children to edit beyond vocabulary. **(See appendix 2)**

Giving Improvement Suggestion- Write down or ask for an improvement suggestion to help the pupil to know how to make the specific improvement. There are four types of improvement prompt. C

1. A reminder prompt - More suitable for the more able pupil this simply reminds the pupil of what can be improved e.g. Say more about how you feel about this person.
2. A scaffold prompt - More suitable for pupils who need more than a simple reminder; this prompt provides some support e.g. a question, a directive.
3. An example prompt - A suitable prompt for all but especially average or below average pupils, this prompt gives the pupil a choice of actual words or phrases.
4. An oral prompt - This is suitable for emergent writers. It is written to the pupils and the pupil is told what is written and makes an oral improvement, which is scribed by an adult. Although the pupil may not be able to read the comment, it will still have an impact and is likely to be remembered.

• Making the Improvement- It is important that classroom time is given to making this improvement and needs to be immediate. Time for this should be built into the next lesson.

“A teacher should only write in a child’s book if it is going to impact on progress”-DfE (2018)

Note: All children, in KS2, will have a pencil case which is expected to last two academic years. Children who damage or lose items will be asked to pay for them to be replaced.

Definitions of different types of assessments

Self-marking (Sm): Marking done by children using purple pen/purple pencil (as appropriate) in their own books. It is done against a checklist (written or oral) of requirements, an answer sheet or a success Criteria to ensure accuracy. Must be checked by an adult.

Peer- marking (Pm): Marking done with the support of a peer. Should be specific rather than general, assessing against learning objective or a checklist. Book should be in the middle of children where children can make amendments in their own books using purple to show that they understand and agree with their partner's judgements

Live Marking: Any marking done by and adult within the lesson. This should not involve extensive writing. VF alongside a brief comment or marking symbols is sufficient.

Conferencing: Focused 1:1 or small group work planned in response to student outcomes from the previous lesson. Can occur between lessons or within the first 10 minutes of a lesson.

Mini- Plenaries: Used to address common misconceptions or model feedback process to support self and peer assessment. They allow pupils to review their work during lesson rather than at the end where there is no time to edit errors.

Where codes are used, from one of the three Marking Codes guides, to direct children's attention to specific areas, they need to look at e.g. spelling, missing words etc they must be written in the margin next to the line where the error occurs. This means that the child can locate the error independently and address it. We would not expect to see every piece of punctuation or spelling error corrected. However, the teacher, as the professional who knows each individuals' strengths, must decide which area of development are the greatest priority and should therefore be a focus for improvement.

English

Wherever possible, all marking and feedback should be given at the time of learning or just before the beginning of the next step in learning.

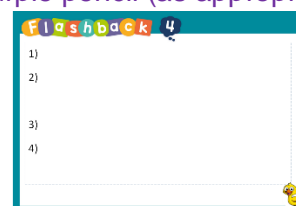
During independent writing, teacher should do 1:1 conferencing or work with a guided group. Once the guided group have had the input, the teacher is expected to move around the classroom and 'live mark'.

Where verbal feedback is given, teachers must write VF next to the piece of learning that the feedback refers to. The impact of this feedback should then be seen in later pieces of writing. Children edit in purple pen/purple pencil (as appropriate).

Foundation subjects

All questions should be marked ideally through either peer, self or live marking but may also be marked after the lesson in some cases. Where appropriate, marking codes should be used and children should be responding using purple pen/purple pencil (as appropriate).

Flashback in science must be used, using the template.

A template for a 'Flashback' activity. It features a blue border and the word 'Flashback' at the top in a colorful, bubbly font. Below the title, there are four numbered lines (1), (2), (3), and (4) for writing. A small yellow smiley face icon is located in the bottom right corner of the template.

Presentation inside books

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to throughout the year. Teachers should take the time to make the expectations extremely clear to all children on the first day and for a good while after that. Teaching assistants and all staff working with children have responsibility for encouraging children to take pride in their work and for enforcing the policy

The utmost care should be taken to demonstrate to children good habits for taking care of their books. Teachers should consistently model good habits of neatness. Children should not doodle or draw pictures unless they are clear illustrations relating to the work done for that lesson.


- All topics must have a title page stating the term, name of topic, a relevant picture and an explanation of what children will be learning (see appendix 1). **Not relevant for maths**
- The long date must be written and underlined on the top left of the page in English, Science, History and Geography (**Monday 5th September 2024**). Children in EYFS, and those children with SEND who may be challenged by writing, will have the date written for them by an adult. Where appropriate, these children will write in a non-cursive print 'forming lower-case and capital letters correctly' (*Development Matters*).
- The short date to be written in Maths books and underlined using a ruler. (**05.09.24**)
- Short date to be written in the margin when work is being continued from the previous day.
- Purple pen/purple pencil (as appropriate) must be used in all areas of learning using across the whole school.
- Purple pen/purple pencil (as appropriate) must be used to underline key vocabulary identifying its application.
- Where appropriate, KS2 children may use the numbered system when annotating work (see appendix 2).
- Marking codes must be written in the margin next to the line where the error occurs. This creates an opportunity for the child to focus on a specific line. It enables them to locate the error and help the child to address the error independently.
- Worksheets must be cut to fit the page and stuck in straight and flat ensuring they do not over hang the page.

Maths Presentation

- A mathematical date e.g. **14.09.24** is to be written at the top of each piece of work, with the learning objective and success criteria stuck in the children's books straight.
- LO should be relevant to the learning taking place, with key vocabulary. **No colours** should be used on LO, adaptations in books will show child's level.
- Lesson starters will be based on PIXL gap analysis for all learners.
- Lesson starters for those children with SEND, who may be operating below their current year group expectations, will include specific key year group objectives from the relevant prior year group, targeting next step learning to enable them to reach towards age appropriate learning.
- All lines in maths books are to be drawn with a pencil, including for arithmetic questions and fractions.
- Worksheets must be minimal, children to use one digit per square.
- Reasoning questions must have a **blue border** and be cut and stuck in children's book straight.
- Working out should go down the page (**New LO, new page**).
- If the page is only half used, then continue with that page.
- **Purple pen/purple pencil (as appropriate)** to be used to edit incorrect work and respond to teacher feedback.

Reasoning

A shop has an offer.

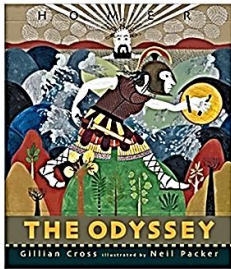


Buy one box for £1.90
Get the second box half price.

Ali buys two boxes of cereal.
How much must he pay **altogether**?

Appendix 1

Autumn 1



This four-week Writing Root which takes children on an adventure with the greatest of heroes - Odysseus - as he battles great monsters, gods and mortals on his voyage home to Ithaca. Through the sequence of learning, children will discover multiple reasons to make a speech to make a proclamation, for persuasive purposes, and for personal reflection. They will write in role as Odysseus himself, as well as record dialogue and their own take on a key scene in the style of the author. Following research into the Greek Gods and a variety of ancient Greek monsters, the children will write their own epic adventure story based on their own invented character who encounters multiple trials on their journey home.



Autumn 1

Forces



In this unit of work, children will be exploring different forces through a range of enquiries.

The children will also find out how scientists, for example Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.



Autumn 1

The Anglo Saxons

Was the Anglo-Saxon period really a Dark Age?



In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time.

Appendix 2

