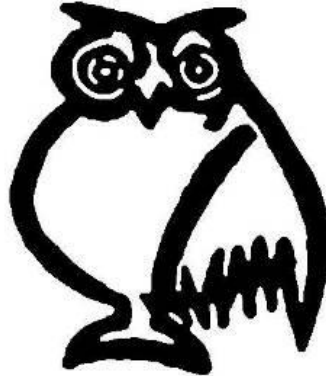


Danbury Park Community Primary School



Marking, Feedback and Presentation of Work Policy

Last revision dated:	Autumn 2015
This revision completed during:	Autumn 2018
Agreed by the governing body:	17/01/2019
Next revision due:	Autumn 2021

Be wise, be happy, belong



Danbury Park Community Primary School

Marking and Presentation Policy

1. Introduction

- 1.1. At Danbury Park Community Primary School we believe that effective marking and feedback is a powerful way of recognising pupils' achievements, of assisting teaching and learning and of raising standards.
- 1.2. This policy reflects and should be read in conjunction with the following policies: Teaching and Learning, Assessment, Recording and Reporting and Target Setting.
- 1.3. The implementation of this policy is the responsibility of all teaching staff.

2. Aims

- 2.1. At Danbury Park the aims of marking and feedback are to:
 - provide motivation and encouragement for pupils;
 - convey to pupils that their work is valued;
 - provide constructive feedback;
 - show pupils how they can improve their work and achieve the next step in their learning;
 - help raise standards;
 - monitor pupils' progress.

3. Marking and Feedback

- 3.1. When possible we aim in principle to mark with the pupils present. We recognise that this is a more effective strategy when teaching younger pupils but also acknowledge that this is not always possible considering the volume of marking in upper Key Stage 2. However, this is not undertaken at the expense of teaching time.
- 3.2. When lesson time does not allow for oral feedback, comments are written on the pupils' work during marking. Written comments are given to pupils of all ages. Whilst comments are aimed predominantly at the children, occasionally they are used to communicate something that is useful to both parents and teachers.
- 3.3. We believe that pupils' work must be carefully and regularly monitored to ensure that pupils are making optimum progress. Therefore work is marked regularly and returned to pupils as soon as possible after completion so that difficulties can be detected and dealt with whilst the work is still fresh in the pupils' mind.
- 3.4. Work is marked to the learning objective and the success criteria for that lesson. Pupils are made aware of this at the beginning of each lesson. Marking identifies clearly where the objectives have been met. Where applicable, it also identifies an area which could be improved and pupils are asked to respond to this comment or question.



- 3.5. Pupils' work is also marked according to the standards expected for each individual's capabilities. Therefore common spelling, punctuation and grammar errors are marked using the Marking Code which is displayed in classrooms.
- 3.6. Some feedback is given orally but, where marking is written, it is done so in language and handwriting that the pupils can understand.
- 3.7. We recognise that pupils need to be given time to absorb comments and respond to any questions or requests. Pupils are sometimes given time to reflect on a piece of work as part of the planned lesson or as part of their early morning activities; at other times feedback is given at the beginning of the next lesson.

4. Peer Marking and Self-marking

- 4.1. Pupils are encouraged to read and self-correct their own work and that of fellow pupils. Pupils are taught how to be the first markers of a piece of work. This enables pupils to identify their mistakes and correct them accordingly.
- 4.2. Sometimes a pupil's work is used as an example for improvement for whole-class teaching. In this case the pupil's permission is always obtained and the work referred to anonymously if so wished.
- 4.3. Pupils' marking of each others' work is also acceptable in test situations. Pupils are taught to take great care when writing in another child's book.

5. Code for Marking

- 5.1. Marking is carried out using pink and green ink, which is consistent and uniform throughout. The choice of colour ensures that the marking is distinct and clear.
- 5.2. For the agreed marking codes for Key Stage 1 and Key Stage 2 see Appendix 1.

6. Presentation of Work

- 6.1. At Danbury Park we believe that the presentation of work is as important as its content. Therefore as well as marking to the learning objective of the lesson, pupils will be encouraged to produce neat, legible and well set out work.
- 6.2. Pupils are taught to look after their books and respect those belonging to other children. Scribbling and doodling are actively discouraged.
- 6.3. In order to prevent work from becoming dog-eared, teachers are responsible for devising their own storage systems for pupils' work.
- 6.4. Teachers ensure that the quality of presentation is never anything less than the standard of which each individual child is capable.



7. Use of Pens and Pencils

7.1. Pupils in EYFS and Year 1 complete all work in pencil.

7.2. All maths work, draft writing and diagrams/illustrations are completed in pencil.

7.3. In Year 2 as pupils' handwriting becomes fluent, pupils are presented with a cartridge ink pen for writing. All work is completed in blue ink and cartridges are supplied by the school. Pupils may use their own cartridge pens if they wish once they have been presented with their first pen.

7.4. Alternative blue pens are available for pupils when writing with an ink pen proves messy.

7.5. Mistakes

- Mistakes are rectified through crossing out in pencil using a pencil and ruler and adding the correct number/word nearby as space permits.
- Rubbers, Tippex and sticking bits of paper over mistakes in written work are not to be used.
- On top copy work mistakes are not ignored but indicated using the marking code.

8. Setting out of Work

8.1. Handwriting is in accordance with the school's style which is used by both adults and pupils. See Appendix 2.

8.2. All work is dated.

- In EYFS this means that the work is dated by the teacher or teaching assistant either in writing or by using a stamp;
- In Year 1 the pupils begin to date their own work. Where pupils are not able to do this, the teacher or teaching assistant adds the date as above;
- During Year 2 the pupils begin to write the long date (day, date, month) on English work and the short date in figures on Maths and other work.
- Our expectation is that by Year 2 the pupils should in most cases be writing the date on each piece of work independently. The date is written consistently on the left-hand side.

8.3. The use of titles and reference to the learning objectives helps focus the pupils' learning and the teachers' marking.

- In EYFS and Year 1 a title is written by an adult referring to the learning objective for that lesson.
- By Year 2 pupils add a title to their work which reflects the learning objective.
- In Key Stage 2 each piece of work is given a title. In Years 3 and 4 the learning objective is incorporated into the title. In Years 5 and 6 the learning objective is written as a sub-heading under the title.



9. Monitoring and Review

9.1. The Headteacher and Senior Leadership Team are responsible for monitoring the implementation of this policy.



Appendix 1

Expectations of Marking and Feedback

English and Maths

Marking should be:

- 🐭 To the learning objective and relate to the success criteria;
- 🐭 In Pink and green highlighter showing : pink = “tickled pink” (three examples of where success has been achieved); green = “for growth” (one or two areas to improve or be challenged);
- 🐭 In Maths the learning objective should be ticked in pink pen and marked as “met” if appropriate;
- 🐭 Longer comments should be in green or red pen and may give an overall judgement and/or indicate what the pupils needs to do next.
- 🐭 When working with groups teachers/LSAs should annotate pupils’ work as part of the taught session clearly marking where feedback (VF) has been given so that subsequent improvement is obvious.

Time must be made for pupils to respond to marking and feedback by:

- 🐭 editing their work;
- 🐭 improving part of their work;
- 🐭 adding a comment.

This can part of the plenary or early morning work or the start of the next lesson.

Self-assessment

Pupils should be taught to:

- 🐭 assess their own work against the learning objective and success criteria using traffic light system;
- 🐭 assess the work of their peers.

Assessment

- 🐭 Assessment is on-going and continuous using a mix of formal and informal methods;
- 🐭 Formal assessment of writing take place towards the end of each half-term (unaided and independent)
- 🐭 Formal assessments of other subjects takes place at the end of taught units;
- 🐭 Spellings, times tables test take place weekly;
- 🐭 Mental Maths test in KS2 take place fortnightly;
- 🐭 Reading Comprehensions in KS2 take place fortnightly.



Danbury Park Community Primary School Marking Code

CT = working with the teacher

LSA = working with the LSA + ratio

VF = Verbal feedback (pink and green highlighter shows areas of success and where to improve but there is no need for detailed comments)

Key Stage 2

 = There is a problem here, but do not correct it unless asked.

s = This spelling is incorrect. Please correct it and add it to your word bank.

CL = There should be a capital letter here. Please rewrite the whole word.

cl = This should not be a capital letter. Please rewrite the whole word.

p = Please add a full stop or other appropriate punctuation here.

// = A new paragraph should have been started here.

? = I don't understand. Please rewrite the sentence or section shown.

○ = think of a different word.

^ = word missing

When you have corrected work, please write "Corrected on" and the date you corrected it at the bottom of that piece.



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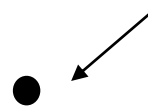
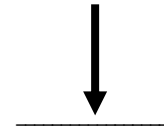

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KSI Writing Marking Codes	
fs or ● 	full stops
CL	capital letters
CL	should not be a capital letter
	write on the line
sp	spelling
/	 finger spaces
NP//	new paragraph
?	this does not make sense
^	word missing



Appendix 2

Handwriting