

NORTON CP SCHOOL

MARKING, FEEDBACK AND PRESENTATION POLICY

2022 to 2023



Vision Statement

Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

This policy aims to ensure consistency and effectiveness in marking, feedback and presentation throughout the school. It has also been written to take account of teacher workload whilst maintaining the teaching standards.

Presentation in written subjects

Foundation Stage

Foundation Stage children will follow the same handwriting scheme as Key Stage 1 and 2. Children will learn to join simple digraphs as they are taught. Children will use pencils when completing focus group writing tasks. Initially children will use plain paper to write on and they will be introduced to lined paper as they gain the appropriate level of pencil control. During daily F2 phonics sessions children will practise handwriting, as they progress onto Read Write Inc. Set 2, children will use handwriting books. F2 teachers will model all writing on handwriting guidelines so children can clearly see letter orientation.

Key Stage 1 and 2

- Correct letter formation encouraged at all times using the Norton CP Handbook (agreed by staff) joined handwriting.
- Children to work in pencil initially, a handwriting pen to be used as appropriate in KS2 only when all letters are correctly formed and consistently joined.
- Children to write their own date whenever possible (with the exception of SEND). Year One to begin writing own numerical date from September and then the long date from January, date underlined, in pencil, using a ruler and written on the left-hand side.
- L.O. recorded and underlined (in pencil) from Spring Year 1 upwards.
- Underline each piece of work when it is finished and start the next piece of work immediately below.
- Diagrams (e.g. science) to be drawn in pencil, ruler for labels.
- Illustrations (e.g. maps in geography) to be coloured in pencil crayon, not felt tip.

Marking and feedback

All marking is carried out by the teacher and is written in black or blue ink. Where appropriate the marking and feedback key should be followed in books as shown below.

Marking and Feedback key

- TA – you worked with a teaching assistant
- OF – oral (spoken) feedback was given to you
- T – target achieved
- Sp – spelling error
- P – punctuation error (*Not Y1, Y2 from February*)


- G – grammatical error (*Not Y1, Y2 from February*)
- Green highlighting – an example of something outstanding
- Pink highlighting – you need to improve it
- Something is circled or underlined - you need to improve it
- Tick – something good

You should respond to feedback in green pen unless this is more than one or two sentences.

Literacy

- A positive comment which is specific to the piece of writing (not a reiteration of the learning objective) should be made at least twice a week for each child - e.g. 'I really like your use of the word...', 'I found this interesting to read because you made it scary...' or 'Brilliant use of adjectives – I could picture it in my head'. If it is not relevant a positive comment does not need to be written. One of these will be part of the focus mark before the next step.

Key Stage 1 this will be fortnightly until the Summer term.

- A next step  should be written for each child, each week or at a suitable point during a piece of writing. This should be a task-based target e.g. 'Please add subheadings to this piece of writing' or 'Choose a word from our magpie list and include it in a sentence below'. Teachers should avoid using phrases such as 'Try to...' or 'Remember to...'. The target should show an immediate improvement to that piece of work, and also be followed up by the teacher once the child has completed the task.
- Spelling, grammar or punctuation errors to be marked in each piece of work. With spelling teacher judgement is used to move the children forward by promoting self-checking using a dictionary. In this instance sp. should be placed in the margin and children track along to identify their error (Y2 to Y5). Year 6 will work towards an sp. At the bottom of the paragraph by the end of the Autumn Term. High frequency words or year group vocabulary should be corrected and children asked to copy the spelling out x3.
- Tick excellent word choices or sentences and underline or circle errors that the children need to correct.
- Pink and green highlighting can also be used to indicate areas for development (pink) and where good words, phrases or sentences have been used (green)
- Teaching Assistant (TA) and Oral Feedback (OF) should be indicated on all work where appropriate.
- Targets to be updated on the chart positioned at the back of English books once children have achieved it (as and when needed). Targets will need updating in the reading records on a termly basis (*Y1 teachers will need to do this for the children/ Y2 teachers will do this for the children during the Autumn and Spring term, children will write them in the Summer term/Y3 to Y6 children write own targets in reading records*).

Numeracy

- Highlight the maths grid according to what the children can do. Annotate the grid with comments where further detail is needed. Green for statements they can do. Gaps to be left blank. If teacher assesses children as 'nearly' there for an objective on the grid, hashed green highlighting is more appropriate.
- One next step each week needs to be written in the front of the children's maths book, this may relate to previous learning or consolidating current learning. This is a task-based comment which the children should respond to and then this is followed up by the teacher. It should be personal to that child.
- Daily work needs to be ticked (crossed / dotted), but there is no need to always write a comment. Comments need to be made if they are useful to the child – minimum of one per week for each child.
- A maths skill target (this could be times-tables) to be changed and added to reading records every half term.

Science

- Complete a pre-topic assessment task.
- At the end of each unit, a spider diagram should be used. Highlight the grid according to what the children can do. Green for statements they can do. Gaps to be left blank. If teacher assesses children as 'nearly' there for an objective on spider diagram, dotted green highlighting would be more appropriate.
- 2 focus marks for each child in each topic on individual pieces of work.
- One scientific piece of writing in the writing books for each topic. This needs to be marked and a comment made which may relate to scientific knowledge, spag or both.
- The target (the next step) should be a 'working scientifically' based target for the children to respond to. These should also be labelled for the skill they need to practise e.g. observing over time, pattern seeking, researching using secondary sources, comparative and fair testing and identifying, classifying and grouping.
- Children to respond to focus mark where appropriate which must be followed up by the teacher.
- Each child to self-assess their ability to work scientifically throughout the topic as appropriate (using the new sheets).

History / Geography Topics

- Work to be marked on the children's work according to the marking key.
- Two focus marks to be task based and followed up by the child which is reviewed by the teacher once it has been completed. At least one next step should be given per unit of work which is based on sticky knowledge facts.

Other Foundation Subjects (Music, RE, Art, DT, PSHRE)

- One positive comment per topic.

Self-Assessment/Peer Assessment

If children use self or peer-assessment (not necessarily daily) this is not *instead of* teacher feedback.

Teacher comments are still necessary.

Children should respond to their teacher's marking, to show that they have understood. Marking criteria can be used if appropriate.

Homework

Homework should be treated with the same priority as all other subject areas and celebrated wherever possible. Children should be encouraged to use Rooster (the on-line learning platform) and project based homework should be offered each half term for KS2 and termly for KS1 in line with the homework policy.

Assessment

- Planning grids to be annotated at the end of each week with the initials of children not achieving the objectives.
- Planning grids to be annotated at the end of each week with the initials of any children who showed a clear mastery of the objectives (maybe a record of how this was shown too).