



PEARTREE SPRING  
PRIMARY SCHOOL

# Presentation, Marking and Feedback Policy



School Improvement Committee  
responsible for review annually

# Peartree Spring Primary School

## Presentation, Marking and Feedback Policy

### **Aims:**

We mark children's work and offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning, and what the next steps are;
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Support, consolidate, challenge and extend children's learning. (An intervention marking approach).
- Provide a basis both for summative and formative assessment and inform individual tracking of progress, through class and whole school procedures;
- Provide the ongoing assessment that should inform future lesson-planning.

### **Principles of Marking and Feedback:**

- Oral praise, correction and discussion are an important part of the marking process, throughout the school, in addition to our formal marking systems.
- Teachers mark in green and TAs mark in red.
- Marking should always be against the lesson objective and the **children's personal targets (displayed at the front on the book)**.
- Comments should be appropriate to the age and ability of the child.
- Independent work should be marked with the 'independent' stamp and work done with support should be marked with 'worked with a TA stamp'.
- At the start of the lesson the children will be given success criteria in order that they may evaluate their own work.
- Teachers will use a 'stars and a wish' self assessment opportunity for the children to use in their own evaluations.
- Children will have the opportunity to engage in meaningful peer assessment.
- Adult directed groups will receive a developmental comment, at least one per week for core subjects.
- Evaluative comments will include a positive comment that is qualified with evidence and areas of development to be earmarked with strategies for improvement.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Children should be encouraged to correct their own spellings. Teachers are expected to address common inconsistencies.
- Topic related words should be corrected.
- Correct items will be ticked, incorrect ones will be marked with a dot.

- The children will be given opportunities to do their corrections, underneath the original work, before starting their next piece.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Marking will ideally be done before the next lesson in that subject, to ensure that children are able to review comments and next steps/targets.
- Intervention marking will be evident, during lessons in guided group work, by giving verbal feedback and writing a next step. Children will then make changes according to these comments.

## **Presentation**

### **Aims:**

The purpose of this policy is to produce a consistent approach towards the presentation of work throughout the school. Children should all be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and engender in all children, a sense of pride in how their work should look.

### **General Points for English and Foundation Subjects:**

- Both sides of the paper should be written on and each page filled before turning to the next.
- Each piece of work must be dated on the left. As a model for this the teacher must write the date on the board. The short version of the date can be used.
- The date should be underlined using a ruler and pencil.
- Each piece of work should have a title modelled on the board by the teacher. This should be the objective for the task and should be started on the left hand side under the date and underlined using a ruler.
- Children will write on every line. The only exception to this may be during a creative/extended writing activity where teachers may need the space to correct any errors clearly or where the child may need the space to re-draft and/or include new ideas.
- In Key Stage 2, lined exercise books that do not already have a printed margin must have a pencil margin drawn down the left hand side of every page, which is a consistent width, i.e. the width of the ruler. If the work consists of diagrams or pictures, it must be done on a sheet of A4 paper which should be trimmed and stuck in neatly.
- Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.
- Tippex is not allowed.
- Rubbers should be used sparingly as they can make more mess by smudging the page.
- Only school blue handwriting pens may be used in exercise books and pencils only, used in Maths books or to label diagrams.
- Work for displays around the school should be written as a "best copy" in pen for KS2 and in pencil for KS1.
- A child should not write or draw ANYTHING on the covers of any exercise books.

- A child should not "doodle" or in any other way mark any of the pages in their exercise books.
- Felt tip pens and gel pens should not be used in any exercise books.
- Colouring pencils only should be used to colour in.
- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch. If a plain page is needed this must be trimmed before being neatly stuck in.

**Maths:**

- Maths work is to be recorded in pencil.
- The Learning objective should be written as the title and underlined with a ruler.
- ALL lines should be drawn with a ruler; this includes answer lines for vertical sums, tables, graphs and all straight sided shapes.
- For those children using squared pages, each digit should be written in a separate box to assist with understanding place value.
- All question numbers should be noted and shown by a bracket, e.g. 2) as dots can be confused with decimal points.
- Any corrections should be written out again as a new sum, rather than being altered on the original sum.