



*Jesus is the centre of our lives,
Our learning and friendships,
In a safe, happy and caring community
Where all are welcome*

HOLY CROSS CATHOLIC PRIMARY ACADEMY

FEEDBACK, MARKING and PRESENTATION POLICY

September 2023

Approved by: Alison Kerrell (Headteacher)

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Mission Statement

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Aims of policy:

- To encourage and motivate children to achieve their best
- To help children value work and promote self-esteem
- To identify and address the individual needs of children
- To help children improve their performance through constructive comments
- To give direction towards the next step in learning
- To address misconceptions
- To ensure that there is a consistent approach to marking and feedback throughout the school

Reasons for Feedback and Marking

- To improve a child's confidence and recognise achievement
- To be a dialogue between teacher and child
- To enable children to reflect on their learning and their future targets
- To provide appropriate feedback to children
- To support pupils with learning and remembering facts, strategies and information
- To identify children who need more support or challenging work
- To enable teachers to adapt and adjust the learning
- To assess and monitor learning
- To identify progress against the learning objective
- To provide next steps in learning
- To aid curriculum planning

Good Feedback and Marking Practice

- Reviewing of children's work can have different roles and purposes at different times and can involve both written and verbal feedback
- Live Feedback and Marking in the lesson ensures that pupils have an immediate opportunity to make improvements and move on in their learning
- Where possible there should be pupil to teacher dialogue
- Pupils must be given the opportunity to respond to feedback in every lesson
- All pieces will be dated and work books will have high standards of presentation
- If a teacher/TA/LSA is marking work for a child in another class it must be initialled by that teacher/TA/LSA
- If a supply teacher has set and marked the work, that teacher must indicate such by writing ST on the work
- Initial comments must relate to the learning objective and/or a personal target
- Teachers/TAs/LSAs should indicate if support has been given to a child by using an S in a circle



Marking and Feedback in the Foundation Stage

- Verbal feedback will be given to children during the lesson who work with the class teacher or teaching assistant. This will be indicated by the the member of staff working with the child. All work will be acknowledged.

Marking and Feedback in KS1

- Verbal feedback will be given to children during the lesson who work with the class teacher or teaching assistant. This will be indicated by member of staff working with the child together with the letters VF.
- In year 2, to support children with the transition into KS2 children will be given opportunities to self-correct and edit their work.
- **All pieces of RE work will be marked.**
- Feedback will also take place in the plenary.
- Foundation subjects – not every piece of work will be marked in detail. Work will **always** be acknowledged with a tick and a comment when appropriate.
- All work will be acknowledged.

Marking and Feedback in KS2

- Verbal feedback will be given to children who work with the class teacher or teaching assistant. This will be indicated by the initials of the member of staff working with the child together with the letters VF.
- Children who have not worked directly with the class teacher or TA during a lesson will receive written feedback. As a minimum each child will receive one piece of quality marked work per week. Feedback will also take place in the plenary.
- The teachers will identify in their weekly plans which children or groups of children they will focus on in English and Numeracy.
- **Marking in R.E. will also contain feedback which children have an opportunity to respond to.**
- In all subjects, key words which are mis-spelt or missing a capital letter; e.g. Jesus, will be corrected. The main comments should relate to the learning objective, subsidiary comments may relate to English.
- Foundation subjects – not every piece of work will be marked in detail. Work will **always** be acknowledged with a tick and a comment when appropriate.
- Teachers will build in time each day at the start of a lesson for children to reflect on marking comments in their work books.
- Teachers will ensure that children who have reading difficulties are aware of the teacher's feedback.
- Wherever possible there will be opportunities for children to self or peer-correct their work. This will be part of their learning dialogue.
- Marking will be consistent throughout the school.

Key Stage One Specific: English/Numeracy

A learning objective highlighted in pink indicates achievement of the learning objective. (Tickled pink) or in green if the learning objective has not been achieved (Green for growth). Achievement of specific foci of the lesson will be indicated by a pink highlighter.

Work highlighted in green indicates a point for development. (Green for growth)

The initials of the adult involved in verbal feedback indicate that a discussion has taken place between the child and adult. As a minimum each child will receive one piece of quality marked work per week. Teachers will give any positive praise comments in Pink Pen (tickled pink) and next steps for improvement in Green Pen (Green for growth)

During guided sessions, children will be given verbal feedback.

Stickers or stamps can be awarded for effort and achievement



Key Stage Two Specific: English/Numeracy

A learning objective highlighted in pink indicates achievement of the learning objective. (Tickled pink) or in green if the learning objective has not been achieved (Green for growth). Achievement of specific foci of the lesson will be indicated by a pink highlighter.

Work highlighted in green indicates a point for development. (Green for growth)

Constructive, formative comments will be written at the end of a piece of work and children will be given the opportunity to respond to the feedback. Teachers will give any positive praise comments in Pink Pen (tickled pink) and next steps for improvement in Green Pen (Green for growth.) As a minimum each child will receive one piece of quality marked work per week.

Pupils will initial their feedback to show that they have read or responded to the feedback. This will be in Red pen and pupils may also respond to marking and complete any next steps in Red pen. As a minimum each child will receive one piece of quality marked work per week. The initials of the adult involved in verbal feedback indicate that a discussion has taken place between the child and adult.

The following marking key will be used in Key Stage 2 and will be shared with the children:

English:

//	New paragraph
~	Miss a line
→	Indent from left
^	Missing word
SP	Mis-spelt
?	Content doesn't make sense
*	See below for more information

Numeracy:

✓	Correct calculation
.	Indicates need to check or correct calculation
0	Circle used to identify specific calculation errors

Pupil Self evaluation:

This is an important part of Marking and Feedback. Children will self-assess in the plenary. Each child will make a traffic light if they have found the learning challenging or a green traffic light if they feel that they achieved the Learning Objective. Pupils can add a note to their teacher or respond to marking in Red pen. Marking may also take the form:

A whole class marking grid (Appendix A)

WWW: what went well

EBI: even better if

A straight, sad or smile.



Presentation of work

At Holy Cross Catholic Primary Academy, we take great pride in the presentation of our work. There are high standards and expectations of excellent presentation reflecting the care that we have for the work that we complete.

All pupils from Year 2 are expected to:

- Write in clear neat handwriting with letters and numbers formed correctly.
- (From Year 3 pupils must aim to) join their handwriting
- (From Year 4) have clear neat handwriting and those with a maximum of 10% spelling errors will be awarded with a Pen License.
- (From Year 6) write in pen in their written work and pencil in their Maths work.
- complete Maths work in pencil and pupils must write one digit in each square.
- use a regular pencil drawing diagrams and then colour in with pencil crayons (not felt tips).
- Underline with a ruler all titles, headings and the date must be under
- rule off work if they have not used the whole page **with a ruler**.
- draw lines in all subjects with the exception of Art, **with a ruler**.
- Stick in worksheets neatly so that they do not overhang their book (worksheets must be trimmed to fit into books).
- Consider carefully how they place work on the page so that pictures, diagrams and tables are not over or undersized.

Pupils will be given support with presentation if required and handwriting interventions will be put in place to support pupils with presenting their handwriting neatly.

Publishing work

It is very important that pupils see their work published and celebrated in their classroom and around the school. Work may be in note form or jottings for the working wall in the classroom. Work that is part of a display in the classroom or around the school must be carefully drafted as an initial draft, then checked by an adult for spelling mistakes and then best copied using a pen and a line guide. Work may be coloured or decorated appropriately for impact and all work going on display must be completely finished.

The Presentation and Publication of RE Work

Our work in our RE Books, Prayer Journals and work around the school is treated with extra care and attention as it is work that we are doing for God. It is very special to the Catholic life of our school.

Whole Class Marking Feedback Sheet – Thursday 11th November 2021

We shared this sheet in our editing lesson and you have 'red penned' your corrections.

<p><u>What worked well:</u></p> <ul style="list-style-type: none"> -You wrote in the POV of Jim - used first person -mostly used excellent adjectives - used paragraphs - Some used a variety of punctuation marks 	<p><u>Punctuation and Spelling Check:</u></p> <ul style="list-style-type: none"> -Check the use of capital letters and full stops -Check commas – in lists, after an adverbial, split clauses -Question marks / exclamation marks -Check spellings <p><u>Extra:</u></p> <ul style="list-style-type: none"> -Have you used an ellipses ...? -Have you used brackets / dashes? Can you add any in?
<p><u>Sentence Work</u></p> <ul style="list-style-type: none"> - Have you used conjunctions? <p><u>Extra:</u></p> <ul style="list-style-type: none"> - Have you varied your clause order? (Instead of 'on a cold night...', use: coldness surrounded me one night...) 	<p><u>Language use:</u></p> <ul style="list-style-type: none"> - Have you used a variety of openers? Not just one the start of the diary ... - Are all your adjectives / verbs ambitious...? - Similes / metaphors?
<p>Highlight what you think your next step would be for the next piece of writing – let's see if Mrs Noonan agrees...</p>	



APPENDIX A