



Corbridge C of E First School **Marking, Feedback and Presentation Policy**

Rationale

The purpose of marking is to support the children in understanding the progress they are making. At Corbridge First School marking is challenging, clear and appropriate in its purpose. It is important that it offers positive feedback to children and that the outcomes are used by staff and fed back into planning.

If children are to develop as independent learners, it is important that they have an awareness of their own strengths as well as areas for development. We feedback to the children with honesty and as they are nurtured and supported in school to feel confident in their learning they can accept challenge and understand teachers are helping them reach their potential.

In short... marking and feedback is used to help the children understand and then move on in their learning.

Purposes

- To recognise, encourage and reward children's effort and achievement and to celebrate success.
- To provide dialogue between teacher and child and to give clear, appropriate feedback about strengths and areas for improvement in their work.
- Where appropriate to improve a child's confidence in reviewing their own work and setting future targets by indicating the 'next steps' in learning.
- To show the progress the children have made towards the Learning Objective or Success Criteria in the lesson.
- To show the progress the children have made towards their personal targets.
- To indicate how a piece of work could be corrected or improved against success criteria.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To indicate to the teacher how planning might need to be adapted or developed to support or extend learning.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.

Guidelines

- Every lesson must have a clear Learning Objective that is effectively shared and understood by the children. The Learning Objective will be highlighted by the title of the children's work

- All work should then have success criteria phrased as a “*Can you..?*” question. For example “*Can you identify the key features of a recount?*”, “*Can you write an effective opening to a Myth?*”, “*Can you solve real life problems using measure?*”, “*Can you calculate the area and perimeter of regular shapes?*”.

This will support the children in talking about their progress by answering the questions posed.

- The “Can you...” could be differentiated by including specific skills in the success criteria for groups – which will make the challenge and support very clear.
- Where the whole class have the same “Can you..” question differentiation must be clearly evident in the task, not just the outcome.
- Written and verbal feedback directly linked to the learning objective/success criteria and/or personal targets will be put on children’s work using the marking code (attached) which are agreed in staff meetings each Autumn term.
- Written feedback should set an extension or a challenge based on the success achieved against the objective by each pupil. *What is the next step in learning?*
- Success Criteria will be shared with pupils before they begin their recorded or practical tasks and feedback on pupils’ work will link directly to this.
- Pupils are given time to respond to the teachers’ comments and make alterations, additions or improvements to their work. This is timetabled daily during registration in KS2 and planned into lessons in KS1.
- Pupils will be taught to assess their own work and others’ work against the success criteria using a traffic light system and to make suggestions about how they might improve next time.
- Self or peer marking does not replace the teacher’s marking. Teachers must mark all work.
- A traffic light system will be used by pupils to self evaluate daily against the success criteria.
- In KS 1 and 2 there will be opportunities to assess pieces of work as a whole class.
- Parents will have an opportunity to see their own child’s work and discuss the marking with staff.









Marking Code

Non Negotiables

Specific Guidelines

- All adult writing in books must be a model of what is expected of the children (e.g. handwriting policy / writing on lines / correct spelling, grammar and punctuation)
- Marking should be completed using a green biro or fine-line writing pen.
- All work must have a title and success criteria for marking and feedback purposes.
- Maths and English books should show evidence of daily learning.


Code	Meaning	Guidance
 or   or   or 	LO / SC achieved Progress made against LO/ SC No Progress made	Used on every piece of recorded work. <ul style="list-style-type: none"> • alongside the LO / SC - by the child • at the end of the piece of work - by the teacher
→	How to improve or the next steps in learning	This should be used on most pieces of recorded work. 3/5 Maths and 3/5 English would be the minimum expectation.

Children in KS2 are given time to address their next steps daily during registration. (Up to 10 minutes)

In KS1 review time is planned into lessons.

All children will use pencil to address the next steps.

In KS2 this will clearly show the work has been revisited and developed - giving the marking clear purpose and demonstrating our focus on helping children improve their work.

VF	Verbal Feedback	Work can be marked with this symbol where a teacher has worked with children and given extensive verbal feedback. It will be most frequently used with EYFS or KS1 where children cannot read written feedback. The following symbols will be used alongside the VF code to enable the children to recall their next steps and talk about how they can improve their work.
	Finger Spaces	
CL	Capital letters	
FS	Full stops	
AS	Adult Support	All work should be marked with AS where the work has been supported or modelled. AS should also be recorded if a child is recording shared writing - to identify for moderation purposes the work was not independent.
S	Supply Teacher	Supply teachers are expected to mark children's work using the school policy and codes. Work they mark should include the S symbol.

Praise stickers, stampers etc may still be used but this is in addition to the non negotiable marking

To be reviewed Summer 2016

not instead of.

Marking Corrections

Code	Meaning	Guidance
^	insert	To be inserted between words to indicate words are missing or a word could be added. Teacher may choose to insert the words or just use the symbol to indicate the child should address this in the next step/ development feedback.
//	New paragraph	To be inserted to highlight where a new paragraph should have been used.
G	Grammar error	G should be placed in the margin to indicate an identified sentence/ section of writing with errors. Next steps should focus the child on addressing errors marked with G.
P	Punctuation error	P should be placed in the margin to indicate an identified sentence/ section of writing with errors. A specific mark may be made in the text to highlight errors eg. P in the margin and letters underlined where a capital should have been used. Next steps should focus the child on addressing errors marked with P.
	Spelling	Spelling errors should be identified by underlining the word with a ruler. The teacher will write the correct spelling which children must copy out 3 times – or child should be challenged to correct the spelling if more appropriate. Identified spellings must be high frequency, “tricky” or topic words. Teachers need to use professional judgement as to number or corrections to identify.
Mathematics Specific		
✓	Correct answer	Used to mark a basic calculation or steps within a calculation.
•	Incorrect answer	Incorrect answers should be addressed by children during focused time in registration. Where children have made a basic calculation error no specific teacher guidance is necessary but if errors are being made due to layout / method etc. teacher marking and → should model how to address the identified issue.

Expected Workbook Presentation

MATHEMATICS - All work in pencil

- Date in Numbers – left hand side – underlined with a ruler
- Title – reflects the LO– underlined with a ruler (written through squares)
- Success Criteria – under the title (differentiation must be evident in the SC or task)
- Squares must be used for all number work (1 digit per square)
- Diagrams / tables to be drawn with rulers and using the squares as guidelines
- Correct answers should not be totalled, with the exception of mental maths scores test which are recorded in a separate mental maths book.

ENGLISH - OTHER SUBJECTS

- Date in Words – left hand side – underlined with a ruler
- Title – reflects the LO– underlined with a ruler
- Success Criteria – under the title (differentiation must be evident in the SC or task)
- Second Success Criteria must always relate to personal writing target.
- Handwriting to be joined and written in pen – when appropriate
- A single line is ruled through any mistakes, eg: ~~sed~~
- Diagrams and tables to be drawn in pencil



Titles in Work :

The title should reflect an overview of the learning –
When the children are asked....

“What are you learning about today?”

The title of their work should be the reference.

EXAMPLES:

Using Money

Collecting Data

Plants and their Habitats

Describing Settings

Success Criteria

The success criteria should allow the child to reflect on what progress they have made that lesson.

When the children are asked.... ***“What have you learnt today?”***

The children should be able to talk about their success (Green / Amber / Red) against their success criteria.

Title: Using Money

Maths: Success Criteria **could be differentiated:**

SC: Can you recognise and name the coins?(LA)

SC: Can you choose the fewest coins to pay? (AA)

SC: Can you find the total of the items and use the fewest coins to pay?(HA)

OR

All books might have the same SC:

SC: Can you choose the correct money to pay?

BUT in this instance the differentiation MUST be evident in the task and recording.

English and Non Core : 2 SUCCESS CRITERIA SHOULD BE GIVEN

THE FIRST Success Criteria must reflect the day's learning – it could be differentiated like shown below:

Title: Describing Setting

SC: Can you use adjectives to create a spooky setting? (LA)

SC: Can you use powerful adjectives to create a spooky setting? (AA)

SC: Can you create a spooky setting using imaginative language? (HA)

OR it could be the same for all the class like below:

Title: Plants and their Habitats

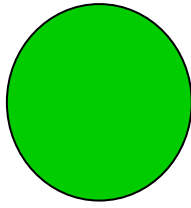
SC: Can you describe what plants need to survive?

BUT in this instance the differentiation MUST be evident in the task and recording.

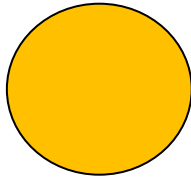
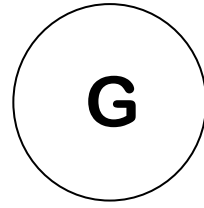
THE SECOND Success Criteria **must always state:**

SC: Can you meet your personal writing targets?

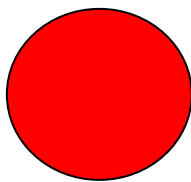
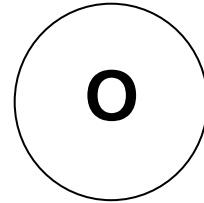
Assessment Traffic Light System



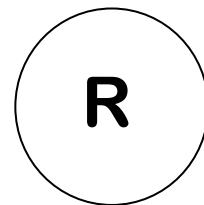
Learning Objective met.
*(I can answer **yes** to all my success criteria!)*



Progress made towards the Learning Objective.
*(I could answer **yes** to parts of my success criteria.)*



The Learning Objective not yet met.
(I could not say yes to any parts of my success criteria)



Children are taught to self-assess with traffic lights to show their understanding and how they have achieved against the LO.

The children are taught to do this as they should not confuse how hard they have worked with how much they have **learnt**.

Children in KS1/2 should assess every piece of work as a matter of course.

The coloured dot should be recorded:

- alongside the LO or SC - by the child
- at the end of the piece of work - by the teacher

every lesson.

Children will be taught to use the traffic light system in self and peer assessment in the following format for chosen extended pieces of writing. Children must complete this process at least once every two weeks in KS2. Self assessment will be introduced in Year 1 with groups as appropriate to the children's maturity and ability. Children will be introduced to peer assessment in Y2.

Success Criteria	SA	PA	TA

Using the traffic light code.

The pupil completes the SA (self assessment column)

A friend completes the PA (peer assessment column)

The teacher completes the TA (teacher assessment)