

## Marking, Presentation and Feedback Policy



This document is a statement of the aims, principles and strategies for effective marking and feedback at Kings Furlong Junior School. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Please note that during Covid, teachers will keep written marking and feedback to a minimum. Teachers will provide verbal feedback to children and use Ipads to share work on the interactive board.

### Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

As a school, we believe in work/life balance, and as such, do not want marking to be excessive. The key to this is to **ensure marking is effective and efficient, makes sense to the child, and helps them improve in their learning.** Marking for marking's sake is not a guiding principle of our school. However, all work must be acknowledged by the teacher. The use of the marking code and use of honesty cards aim to reduce work load

### When marking children's work and giving feedback, we aim to:

- respond in a variety of ways to pupils' work, including spoken comments and dialogue with pupils, written comments on their work, and by sometimes using marks or grades;
- show how work can be improved, and set targets for improvement – these will be followed up and checked in subsequent work;
- make children feel proud of their achievements: give incentives;
- give children opportunities for self and peer assessment and marking;
- encourage good working habits;
- highlight mistakes which are relevant to the task set;
- highlight spelling mistakes, so that children can improve spelling;
- allow children time to respond to comments written and correct mistakes;
- be consistent and ensure children know the marking abbreviations;
- expect children to produce their best work, discourage poor work;
- keep a record of progress and results, for immediate and future reference;
- inform parents of acceptable standards; and
- inform future planning.

### Expected Good Working Habits

- As a school, we follow 'MR DUMTUMS' for presentation in books.

- Titles for the work begin with the question 'Can I...' and relate to the learning intention for the lesson. The marking that is carried out by the teacher at the end of the work then refers back to this 'Can I...' question or the success criteria.
- Always underline date and title using MR DUMTUMS
- Always use a ruler to underline.
- Only use sharp pencils
- Pencils should be used for maths and draft work.
- Pens can be used when the teacher feels a pupil is ready.
- Pens must be a good quality handwriting pen, only. **Green pens** are used for responses, and **contrasting pens** for teacher marking.
- The use of rubbers should be limited. Mistakes can be crossed out lightly with a pencil and ruler.
- Presentation is always important, but not an excuse for slow work.
- Numbers should be as clearly written as letters and practised, if necessary.

### **Response comments**

It is important that the comments written by a teacher are clear, understandable by the child, and are efficient. They should also provide opportunities for the child to respond to the marking, where necessary. Where response opportunities arise, then time must be given for the child to carry out that response. It is not acceptable to have response opportunities left un-responded to. The response task is to be done in **green pen**.

Response comments may ask a child to:

- correct a mistake(s);
- develop their work further;
- give a scaffolded example of a problem, and then ask them to complete a different example; or
- complete work.

### **Self-reflecting**

Pupils will be expected to evaluate their own work against the success criteria when appropriate. This is to be done in **green pen**.

### **Honesty Marking**

The teacher provides answers to questions that pupils will be completing in lessons. The pupil is to check their work against this once they have completed 2/3 questions and mark in **green pen**. If there are errors, the pupils are to complete the task again without erasing previous work. If it is still incorrect, they must see their teacher. If they are all correct, they will move on to the next task.

### **'Over the shoulder' marking**

The teachers or LSAs may be assessing handwriting, spelling, punctuation, and misconceptions as the pupils work. This will happen in a contrasting colour pen, but not green.

### **Verbal Feedback**

This will usually happen during the lesson, or the following day. This is often highly effective, though difficult to do for all children.

### **Scaffolded Marking**

This is where the teacher models or provides scaffolding for addressing errors or misconceptions, or wants to provide further opportunities for learning. Whilst not all marking will include scaffolding, there should be regular evidence of this throughout a child's book in order to make marking meaningful.

## Spelling














Spelling corrections will concentrate on high frequency words and technical vocabulary and, where possible, should feed into individual spelling lists / spelling rules that are then taught in class. When pupils make a spelling mistake the class teacher will write the correct spelling into the margin (with teacher discretion) or if appropriate, encourage the child to find out the correct spelling. The child may be instructed to copy the correct spelling out at the bottom of the piece of work. This will happen during the start of the following lesson. For further information, please refer to the Spelling Policy.

## Monitoring

In order to ensure pupils benefit from consistent, efficient and effective marking and feedback, their books will be monitored at least termly by senior leaders, and feedback will be given back to teachers. Monitoring will occur more frequently for those pupils who are at risk of falling behind their expected progress journey, or where particular issues are identified.

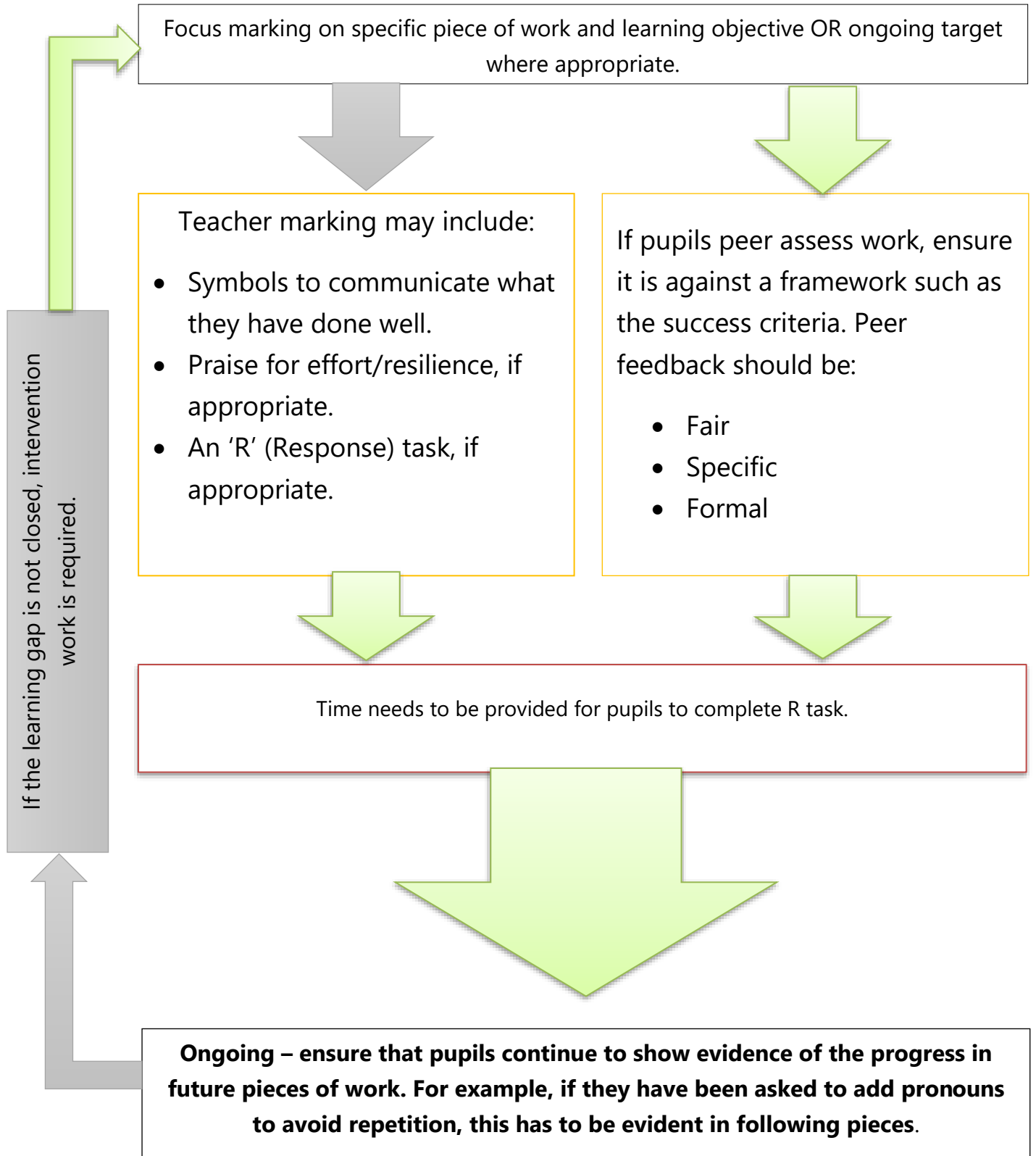
## Marking Code

All work must be at least acknowledged, and some marking will need more detailed attention. In order to make marking clear, consistent, efficient and manageable, it will use these codes (written in the margin, with the letter inside a circle):

|  |                                      |   |                 |  |  |
|--|--------------------------------------|---|-----------------|--|--|
|  LA  | Learning Achieved                    |  WT | Working Towards |  I | Independent Work   |
|  T  | Target                               |   |                 |   | New paragraph  |
|  R  | Response Task                        |   |                 |   | Individual feedback has been given                             |
|  ST | Speak to the teacher about your work |   |                 |   | In the margin means there is an error on this line to correct. |
|  SP | Spelling Mistake                     |   |                 |   | Worked with LSA  |
|  GW | Guided Work                          |   |                 |   | Feedback given through class discussion                        |

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## KFJS Marking Flowchart



***If something is in a book that is not good enough, it will be addressed!***

***This may include a pupil not using a ruler, not joining their handwriting, scribbling out, doodling, poor presentation, not writing the date, not producing enough work, not responding to R tasks.***