



# Milverton Primary School

## Marking, Feedback and Presentation Policy 2019/20

Agreed by: Performance and Standards Committee

Date Agreed: Autumn Term 2019

Date to be reviewed: Autumn Term 2022 (Spring Term 2017 Issue #1)

This policy is for the reference of staff, parents, governors, LEA advisory teams, inspectors and OFSTED inspectors.

### Why is children's work marked/feedback given?

There are several key reasons why this should happen.

Marking:

- Moves the learning forwards by requiring children to make improvements/carry out next steps
- Shows children we value their learning
- Makes a judgement on how well a child has carried a particular task in terms of effort and achievement
- Identifies errors/misconceptions/next steps
- Creates a learning partnership between adult and child
- Provides an assessment of ongoing or completed learning
- Allows a teacher to make judgements about perseverance, time spent and future needs.
- Acts as an aide memoire for teachers when they mark the next piece of learning and plan the next step.
- Allows for self- and peer-assessment where the child can recognise their own difficulties and mistakes and encourages them to accept help/guidance from others and make improvements.
- Allows work to be contextualised e.g. support given can be recorded

### What will be marked?

All learning will be marked, but the focus of the marking will depend on the purpose of the learning i.e. the learning objectives and success criteria that will have been made clear to the child.

Learning will be marked according to:

- Accuracy of the learning in relation to the objectives/success criteria/targets
- Quality of the learning when compared with previous examples (has the quality improved?)
- Whether the learning is of a sufficiently high standard or not, in relation to the child's ability
- The content of the learning (is there enough completed in the time allowed?)
- Is the learning relevant (in the right style, appropriate content, has the child done what was asked?)
- What the child has learnt
- The children's next steps/targets

## How will work be marked?

EYFS	Year 1	Year 2
<p>*90% of feedback is verbal, taking place during guided and free-flow times.</p> <p>*Comments will be structured with positives (stars) and ways to move forwards (wishes).</p> <p>*During guided group learning, the children will be encouraged to check their own learning against the success criteria and to make improvements with their teacher.</p> <p>*Stickers/house points will be used to reward excellent learning/effort.</p> <p>*10% feedback is written, including in home learning books where parents are encouraged to work with the child to move their learning forwards.</p>	<p>*Each piece of learning will have a printed, dated WALT (What are we learning today?) and success criteria slide stuck in the book alongside it.</p> <p>*Learning will be marked in green pen, using an objective achieved stamp. Success criteria will be ticked on the accompanying slide if it they have been achieved. Examples of the success criteria will also be ticked in the children's work.</p> <p>*Twice weekly in maths and literacy and for science investigations, star and wish marking will be used for greater depth feedback. Wishes** will be given orally &amp; responded to in pink pen.</p> <p>*Peer/self-assessments will be used for extended</p> <p>*Children may also have whole class 'pink pen' questions to respond to at the start of lessons.</p> <p>*Stickers/house points will be used to reward excellent learning/effort.</p> <p>*A 'Happy' stamp will be used on each piece of learning to show the children they have met all the 'Percy Pea' expectations and used neat handwriting(Appendix 3).</p> <p>Children will be asked to make improvements or redo a piece of learning if it doesn't meet the expectations.</p>	<p>*Each piece of learning will have a printed, dated WALT (What are we learning today?) and success criteria slide stuck in the book alongside it. (NB – sometimes the children will write their own WALT.)</p> <p>*Learning will be marked in green pen, using an objective achieved stamp. Success criteria (WILF) will be ticked on the accompanying slide if it they have been achieved. Examples of the success criteria will also be ticked in the children's work.</p> <p>*Twice weekly in maths and literacy and for any science investigations, star and wish marking will be used for greater depth feedback. Wishes will be responded to using pink pen. **In Literacy, wishes will involve correcting letter formation, spelling, punctuation and grammar or up levelling a sentence by rewriting. In Maths, wishes will involve correcting number formation, correcting an error or trying a harder, application question.</p> <p>*Peer/self-assessments will be used for extended</p> <p>*Children may also have whole class 'pink pen' questions to respond to at the start of lessons.</p> <p>*Stickers/house points will be used to reward excellent learning/effort.</p> <p>*A 'Happy' stamp will be used on each piece of learning to show the children they have met all the 'Percy Pea' expectations and used neat handwriting (Appendix 3). Children will be asked to make improvements or redo a piece of learning if it doesn't meet the expectations.</p>

## Key Stage 2

\*All learning will be marked using a green marking pen.

\*Ticks will be used to show correct answers.

\*Dots or circles will be used to show incorrect answers.

\*Every piece of learning will be marked using either: a 'stars and wishes', 'objective achieved' or 'getting there' stamp.

\*Positive feedback will be given linked to the subject and the success criteria.

\*Wishes will be subject specific and also linked to the success criteria. Where appropriate, a wish may also reference literacy skills.

\*Wishes will always require actions (e.g. change, correct, up level, answer, add, improve, try this, rewrite, now try) and will be completed using a pink pen (Appendix 2)

\*Self and peer assessment success criteria cards will be used for extended writing.

\*Symbols will be used for marking writing in KS2 although may become less prescriptive as the children get older (e.g. the children may be asked to find spelling errors themselves as part of their proof reading skills) (Appendix 1)

\*Independent, TA or Teacher Assisted stamps or symbols will be used to show the level of support received.

\*A verbal feedback stamp may be used, which will be accompanied by improvements. (Usually, this is used in conjunction with guided learning, worked on together and discussed with the teacher)

\*House points are used to reward excellent learning or effort.

\*A 'Happea' stamp will be used on each piece of work to show the children they have met all the 'Percy Pea' expectations and used neat handwriting (Appendix 3).

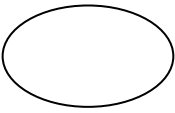

\*Children will be asked to make improvements in pink or redo a piece of learning if it doesn't meet the expectations.

\*A 'Grumpea' stamp will be used if a child persistently fails to meet the 'Percy Pea' requirements.

## APPENDIX 1

Teachers will use a variety of signs and symbols according to the age of the child, which will be stuck in the front of their journals to refer to.

### Signs and Symbols for Marking Writing KS2

_____	Weak word	Choose a new word
<b>^</b>	Something missing	Insert good word, phrase or clause
<b>?</b>	Something wrong	Find it and put it right
Sp 	Spelling mistake	Spelling needs changing
	Shows where punctuation is missing or incorrect	Correct it.
<b>//</b>	Should be a new paragraph.	Start a new paragraph
<b>WT</b>	Wrong Tense	Change tense
<b>H</b>	Wrong Homophone	Change spelling
<b>T/TA/I (Stamp or Handwritten)</b>	Teacher assisted/TA assisted or Independent learning.	Indicates the level of support the child has received.

## APPENDIX 2



# Having an impact



Feedback must give the children the opportunity to move their learning forwards at the point of learning.

**Stars**

Are they linked to success criteria?  
Are examples underlined or ticked?

**Wishes**

Do they require an action?  
Useful Openers:  
Change..  
Correct..  
Up level..  
Add..  
Improve..  
Try this..  
Answer..  
Fill in the squares  
Correct the underlined spellings.  
Now try...  
Have a go at...

**Symbols**

○ Sp  
||| New Paragraph  
□ Punctuation missing  
T Tense change needed  
^ What's missing?

Are the children reacting to these? Do they know what they mean?

**Learning Objective Achieved!**

Is the LO clear?  
Are there any follow up actions?

**Verbal feedback given**

What about?  
Is it explained?  
Have the children changed anything with you?

## APPENDIX 3

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How to keep Percy Pea Happier...

**Perfect Percy Presentation.**

Always give your work a title and underline it.

Always put the short date on the left hand side of the paper.

No scribbles or cartoon drawings to be in your books.

Draw all lines with a ruler.

Mistakes in pencil are to be rubbed out. Those in pen to have a single line through. mistakes

writing needs to start against the margin in pencil or pen if you have a pen licence.

All plain paper work needs to be trimmed and cut out carefully before sticking in.

Pictures should be completed on plain paper

and not Grumpy!

Maths books

- Number the answers to the questions clearly.
- Use one square for each digit when writing numbers.
- Leave a line between each question and answer.