

# St. John's C.E. Primary School



## St. John's Vision statement

*Shine like stars*

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

**Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16**

**Policy: Marking, feedback and presentation policy**

Reviewed: July 2024

Future Review: July 2026

## Rationale

At St. John's we believe that the most effective way to help children make excellent progress is to offer quality first teaching and robust feedback on their learning. We encourage feedback to be given in a variety of ways, including both written and verbal and to not only include teachers, but other members of staff and where appropriate, their peers too.

We want to ensure that all feedback provides children opportunities to develop their self-confidence, raise their self-esteem and build in self-reflection. We believe that children's work is valuable and should be treated with respect. As a Church of England School our marking and feedback policy reflects our core vision and values, aiming to support and encourage children to flourish and develop their gifts.

## Principles of marking and feedback

The process of marking and offering feedback should be a positive one, with pride of place given to the recognition of the efforts made by the child. Each lesson the teacher should share the learning objective and the success criteria, so that children know how to be successful. Wherever possible, marking should involve the child directly. 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. Comments should be appropriate to the age and ability of the child. Marking (verbal or written) should give children feedback about strengths and weaknesses in their work and reward and encourage effort and progress. It should help teachers identify individual children and groups who need specific help and inform future planning.

At St. John's we want all members of our community to flourish, we recognise the importance of monitoring teacher workload to best support their mental health and well-being. With this in mind, we do not expect teachers to mark every successful and less successful element of a child's work. Nor can they mark every single piece of written work completed in depth. However, all written work must be acknowledged so that teachers can plan next steps for learning. This can be done through highlighting the learning objective, stickers, ticking the steps to success, team points, teacher stamp, initials or an alternative choice where appropriate.

In Key Stage 1 and 2 we follow the same principles, although there are differences which are highlighted below and in our presentation policy.

### English

- Children should experience opportunities for self-assessment and peer-assessment against the success criteria and teacher/support staff feedback. At KS1, self-assessment is completed with support and skills developed over time.
- Teachers should provide one quality marking and feedback opportunity over the Literacy Tree block and this should involve the child directly. The learning objective and success criteria should also be completed at the end of the block.

### Maths

- Teachers and support staff will provide regular feedback in lessons to celebrate successes and areas for development by using our marking symbols below. This will help teachers plan the following sequence of lessons and inform any intervention support needed.

### Foundation Subjects, including Science.

- All foundation subject work to be acknowledged on a regular basis, with teacher comments and moving on questions where appropriate. Time is then needed in the following lessons to allow children to feedback.

### RE

- RE work is marked and acknowledged on a weekly basis. Marking for RE is in line with English writing expectations. At the end of each lesson, children in KS2 engage in self-reflection which is followed up by a teacher response with an aim to deepen their thoughts. This is followed up at the beginning of each RE lesson.

### Marking symbols

Marking symbols should be displayed in each classroom so that children can understand

the meaning of the marks/marking they receive.

Work is automatically considered independent but when not, the follow codes are used:

GG:T	Guided group teacher
GG:TA	Guided group teaching assistant
V/F	Verbal feedback given
1:1	Individual support needed

### Maths

✓	Correct answer
. or a x	Correction needed

### English

LO fully highlighted in green	LO achieved
LO partially highlighted in green	LO partially achieved
LO not highlighted	LO not achieved
○	Something is missing - Capital letter, punctuation etc.
^	Something is missing - More information needed
sp	Teacher/support staff to use best fit judgement to help correct spellings

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If a next step is needed teachers demarcate this with n/s. A next step can require an immediate response or could be seen in the next piece of work.

Teachers can make individual comments when they want to celebrate individual work achievements. This might include giving individual team points.

Children are not to use rubbers but to cross through their work neatly in all lessons, with reminders that mistakes show that they are learning.

In Early Years, there are similarities between KS1 and KS2 but all feedback is given verbally. Teachers and support staff will use green highlighters to mark off the learning objective and next steps may be written for future work but will have been discussed with the child.

### Guidelines for pupils' presentation of their work

Printed labels to be used on the front of all exercise books along with plastic wallets.

### LITERACY BOOKS

Work dated to the left hand side of the page.

The learning objective/success criteria displayed before the piece or unit of work.

When starting a new paragraph, you need to miss a line.

Neat, legible handwriting is expected at all times in blue/black ink.

Mistakes need one neat line through a mistake.

**All corrections to be completed in red pen in year 2 and key stage 2 and pencil in year 1.**

### MATHS BOOKS

All work to be completed in pencil.

Short date to be written on the top of the page

The learning objective is to be written on the next line, starting on the left hand side.

When drawing lines, a ruler must be used at all times.

**All corrections to be completed in red pen in year 2 and key stage 2 and pencil in year 1. Incorrect answers must not be rubbed out.**

### **TOPIC BOOKS**

This applies to all other exercise books except for Art and D&T.

Long date to be written on the top of the page or with a label in KS1

The learning objective is to be written on the next line or at the top of the page as well.

When drawing lines, a ruler must be used at all times.

In RE, crosses designed by the children, to be on the front of the books.

Title pages/Knowledge organisers to be completed for all new topics.