



# STEP Academy Trust

## Marking and Feedback and Presentation Policy

**Date of Policy:** July 2015

**Review:** July 2018

### **Rationale**

STEP Academies believe marking and responding to children's work is a powerful tool in raising achievement. We provide constructive feedback to every child, focusing on success and improvement needs against learning intentions/objectives; enabling children to become reflective learners. We mark in order to assess whether or not the children have understood a concept/skill and to give points for further development/improvement. We also believe that it is important to include children in the marking process and will regularly ask children to assess their own performance and that of others.

To be read in conjunction with the following policies: Teaching and Learning, Assessment, EYFS, English, Maths, Science, Computing, Arts, PE, RE, MfL, SRE and relationships, RRS and Homework.

### **Aims**

- To provide a common framework of principles for all staff of the STEP Academy Trust.
- To provide consistency of approach throughout our Academies, which is manageable.
- To ensure that staff strive for the highest standards so that the content and presentation of the children's work is of the highest quality.
- To be clearly understood by all stakeholders
- To define systems for staff and governors to regularly monitor the quality of children's work and teachers' marking.

### **When and why we mark?**

At the completion of a piece of work, all work must be marked. By marking, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work. Marking provides teachers and trained support staff with the opportunity to correct errors, test understanding, extend the children's thinking and provide children with opportunities to use and apply the skills they have learnt.

### **Marking and Feedback should:**

- Be manageable to all staff who mark and respond to work.
- Relate to learning intentions/objectives, which need to be shared with the children.
- Link to success criteria/steps to success that children have used within the lesson.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and praise for achievement, progress and good or better presentation.
- Communicate to the children clear next steps/feedback for improvement, including strengths and development areas.
- Allow regular and specific time for children to read, reflect and respond to marking.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent strategies codes throughout the academy.
- Encourage and teach to self/peer- mark and assess wherever possible.
- Ensure high standards of presentation are maintained consistently through each academy.
- Be neat and legible and appropriate to the child's stage of development.

## How do we mark?

There are three broad types of detailed marking: -

1. **Modelling** (scaffolding): we use modelling as a strategy to highlight misconceptions and demonstrate correct strategies to promote learning and understanding.
2. **Extension**: use a next step or question to extend children's thinking to move their learning on.
3. **Using and applying**: ask questions or make comments designed to give the children opportunities to use and apply skills they have been taught.

The appendices of this policy highlight each academy's approach to marking.

## Strategies

1. **Acknowledgement Marking**: when verbal feedback and discussion have been given during the task, the teacher can tick or sign (stating verbal feedback/discussion given), and that is all the acknowledgement required. This should be when the teacher/support staff is working with the children in a group, and should not be the week's marking schedule!
2. **Formative Feedback/Quality Marking**: with oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intentions/objectives and secondly, other features e.g. specific targets. Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention/objective of the task. The emphasis in marking should be on both success against the learning intention/objective and improvement needs against the learning intention/objective. Focused comments (next steps, etc) should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- a) A reminder prompt (eg. What else could you say here?)
- b) A scaffold prompt (eg. What was the dog's tail doing? The dog was angry so he.../ Describe the expression on the dog's face)
- c) An example prompt (eg. Choose one of these or your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes).

Quality marking is not possible for every piece of work, **HOWEVER, MARKING MUST BE MAKING A DIFFERENCE TO THE CHILDREN'S PROGRESS** and STEP Academies ask teachers to quality mark, three times a week.

**Secretarial Features**: it is acceptable to correct a few spelling, punctuation, grammar etc errors although this should not take over the marking of the LO focus. Additionally, continual similar errors can be focused on as a child's writing target and as suggested in the below guidance on English marking. Children should be given feedback about things asked to pay attention to in their steps to success/success criteria. This will mean that some aspects of writing are unmarked, but over time will be marked (see guidelines).

## The Children's Role

In Maths, English, Science and IPC, children should be given opportunities, before the next lesson to address next steps and learn from comments, highlights or verbal feedback in order to further progress and to address misconceptions.

**Self and Peer Assessment**: children should be given opportunities to self-assess and peer-assess their work on a regular basis. Please see the appendices for how this is managed in each academy.

**Self-Assessment/Marking:** children should self-evaluate wherever possible, however this does not take the place of teacher marking. Children can identify their own 3 or more successes, or following the WWW (what went well) and EBI (even better if) approach and look for improvement points via next steps.

**Peer Assessment/Marking:** before the end of lesson, children should sometimes be asked to mark their work in pairs. The following points are important:

- Children need to be trained to do this, through modelling with the whole class, watching paired marking in action. This can be achieved at any age, using the smiley face strategy, for example.
- Encourage a dialogue between the children, discussing each other's work.

Additionally, at the end of the lesson or during mini plenaries, children can be asked to answer questions about their learning using Appendix 3, as a guide.

**Shared-Marking:** using one piece of work to mark as a class can be achieved using visualisers in each classroom, at regular intervals, because this models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of levelled/assessed work (for example age-related), with the same title, and discuss their differences.

**Organisation and Time:** after the introduction, an activity (warm up) should, wherever possible, be used with the class to establish understanding and act on where the work is too easy or too difficult. Wherever class discussion takes place, feedback is given orally. Annotations on planning might also be necessary to inform future planning as a result of the discussion findings. Children have to have feedback about their work, but flexibility is important, depending on the nature of the task and the time available.

**TIME SHOULD ALWAYS BE PLANNED TO ALLOW CHILDREN TO READ AND ACT ON THEIR MARKING AND FEEDBACK. Without time given to responding to marking, marking is redundant and a waste of time.**

### **Guidelines for Marking in English and Mathematics**

**English:** for children who continually spell the same words incorrectly, teachers will focus on two key words (if there are many errors) within the writing. Teachers/trained support staff will underline words and spell correctly in the margin. The child will write the word under the correct spelling (in the margin) via the 'look, cover, write, check' method. Additionally, mistakes should be underlined and the initial letter(s) given if necessary for the child to look up in a dictionary. **Sp** in the margin should indicate that a dictionary needs to be used. Sometimes a written comment concerning areas of grammar and punctuation would be more appropriate at the end of a piece of work.

**Mathematics:** questions answered incorrectly should be highlighted with an orange highlighter (see appendix for quantity of highlights in one piece of work and/or individual academy's approaches if this approach is different). If there is room, the child should correct their work close to the original calculation. If this is not possible, then the work should be rewritten under the heading 'corrections' at the end of the piece of work. Incorrect work must not be rubbed out or overwritten as it is bad practice to have seemingly corrected work marked wrong.

In order to avoid consolidation of failure please use a comment like 'see me for help' if the work is predominantly incorrect. This will also act as an indication to other adults that you are aware that there is a problem. If an error is an isolated one in the context of the work, please use an ? to indicate that a correction is not necessary on this occasion.

During the maths lesson it will sometimes be useful to use time set aside for 'mental maths' to go over common errors made in the previous lesson. As in all areas, STEP teachers make their learning intentions

clear to the children at the beginning of the lesson. This gives marking a clear focus and will also allow children to self-assess their understanding against the objective.

### **Quantity of Work: Quality Marked**

- English and Mathematics: in books, on average 3 pieces of work, per week.
- Science: 1 piece of work a week.
- All other areas (IPC, RE, etc): one piece of work per week.

### **How Children Present Their Work**

In order to ensure consistently high standards of presentation, children are required to present their work in the following way:

#### **General Rules**

- Use a sharp pencil or a blue/black fibre tipped/ink pen (when the child is ready).
- Cross mistakes through with a horizontal line using a ruler. No scribbles allowed.
- Draw all straight lines with a ruler.

#### **The Presentation Marking System**

1. An unacceptable piece of work – little effort has been made
2. An average piece of work
3. A good piece of work
4. An excellent piece of work
5. Perfect

Marks should be written as an individual number and circled at the end of a piece of work or on marking/AfL slips if our academies use these (see appendices). Every piece of work, should be awarded a presentation mark (this does not include draft work such as work done in Mental Maths or draft books which is purposefully untidy). Children are introduced to the rules as appropriate in Reception and Yr 1.

**Mathematics presentation:** graphs and charts should always have a title with each axis marked to show what it refers to, with units where appropriate e.g. 'Weight of child (Kg)'. If this is omitted please indicate in your marking. With investigational or problem-solving work fuller comments and clarifying or thought provoking questions may be useful.

### **Writing Implements**

Children should write in pencil. However, when a child's writing is neat, clear and consistent, teachers should encourage children to write in pen. Maths work should always be completed in pencil. The colour of the pen work is marked in is up to each Academy, for example, at DLA, teachers in Years 1 – 6 mark in a green pen. Nursery and reception teachers may use different colours for each term, for example: autumn term – red; spring term – green; summer term – blue

### **Children's Books**

Children should work in exercise books, where a variety of work will demonstrate progress. The children's exercise books are standard across the STEP Academy Trust. The colour of the book is what makes this personalised to STEP. Adults should write the name of each pupil neatly and use a permanent marker (ie: a Sharpie pen) on the cover of the children's books. Other marks, drawings or writing should not appear on book covers. These expectations should be made extremely clear to the children at the start of the year and reminders should be given throughout the year. Children who deface their book covers should be sent to a member of the Leadership Team. Children should respect and show pride in their work and books, this should be modelled by teachers and support staff at all times.

### **Further Strategies for Rewarding Notable Work**

Teachers may award children stickers or stamps alongside the other marking systems. Celebration assemblies give teachers an opportunity to highlight children's good work, particularly an improvement in presentation. Examples of good work can be displayed around the school environment. This provides a further opportunity to celebrate notable pieces of work and pupil achievement.

### **Classroom Displays**

The following should be displayed in prominent positions in classrooms and constantly referred to by class teachers (for example, on working walls):

- The presentation rules and marking system
- The self/peer assessment key statements/questions (where appropriate)
- The smiley/straight/sad face self-assessment code (where appropriate)
- The self/peer assessment key statements/questions (where appropriate)
- The 0-3 ticks system code

### **Monitoring**

- Each Academy has their own monitoring schedule which will be shared with teaching and support staff throughout the term.
- The Leadership Team/subject leaders will monitor children's books regularly. Written feedback on the quality of marking and presentation will be given recognising areas of strength and targets for development. This will be given to the individual teachers.
- Books will be monitored on an on-going basis throughout the year.
- Throughout the year, academies will have opportunities to monitor each other's books and share good practice across the Academy (proforma to be agreed by the Head of Teaching and Learning).

## APPENDIX 1 - How do we mark?

### David Livingstone, Applegarth, Heathfield, Gonville and Wolsey Academy

- By highlighting at least three achievements in relation to the LEARNING OBJECTIVE and SUCCESS CRITERIA in green.
- By highlighting at least two elements that need to be improved in orange (there needs to be more green than orange), children must be given opportunities to address this before the next teaching session. This can be achieved first thing (during registration, at the start of the lesson, during a guided reading session carousel, for example). Wolsey follow a different highlighting system, please see below.
- By assessing how well the children have achieved the Learning Objective by using the 0-3 ticks system. These ticks should be written on the line at the end of the Learning Objective:
  - 0 ticks – the child has not understood the Learning Objective at all
  - 1 tick – the child has partly achieved the Learning Objective
  - 2 ticks – the child has fully achieved the Learning Objective
  - 3 ticks – the child has exceeded the Learning Objective
- By writing developmental comments (eg: reminder or scaffolded prompt) in order to take learning on and encourage the children to become reflective learners. These should be abbreviated to “NS...” or written on the AfL proforma/marking sheets. The improvement comments are always responded to by the child, alongside a comment by the teacher on the improvement.
- Small amounts of secretarial marking (indications of incorrect spelling, grammar, punctuation) may appear but should not overwhelm or confuse the Learning Objective.
- By providing oral feedback/conferencing when age/activity makes this more beneficial (this should still be recorded by the teacher) and a stamp used to signify this has happened.

Only using single-word superlatives, such as “brilliant”, “fantastic” and “excellent” should be avoided in favour of constructive comments indicating how the child has done well. Comments will often relate to the Learning Objective/Success Criteria of the lesson, be linked to the highlighted areas or the child’s individual targets, for example: **“Well done, you have used six excellent adjectives in your story. NS Don’t forget to always use a full stop at the end of a sentence”.**

Teachers’ comments should be written neatly and legibly. Where appropriate, support staff should be trained to mark the work of the children that they supported in the lesson, following all of the above systems.

### Wolsey Academy Highlighting System

**In addition, teachers are expected to mark identified pieces of work following the Shirley Clarke model of marking and feedback to children:**

- By highlighting specific achievements in relation to the Learning Objective in green.
- By indicating with an arrow/asterisk/pink highlighter where some improvement can be made
- By writing a developmental moving on comment/prompt in the form of a reminder prompt, scaffolded prompt or example prompt to improve this aspect of the child’s work. This should start with “Moving On...” or abbreviated “MO” should and be highlighted in pink
- By providing verbal feedback to the child about an aspect of their work that could be improved. This should be referenced as VF on the child’s work.
- By providing an opportunity for the child to respond to feedback either during or before the next lesson in green pen.

- By revisiting the child's response to feedback. A small green highlighted line should be used at the end of the child's comment to show whether the teacher is happy with the comment. A small pink highlighter line indicates to the child they need to have another go at responding or see an adult.

***Class teachers are expected to apply the Shirley Clarke model to their guided group plus one other (or equivalent) every day. All extended writing should also be marked by the class teacher in this way.***


***Teaching Assistants are also expected to focus mark their guided group using this model every day.***





### **Angel Oak Academy**

1. Examples of success against the LEARNING OBJECTIVES and SUCCESS CRITERIA are to be indicated by the teacher in green highlighter.
2. Improvements will be identified by the teacher and indicated to the child in pink highlighter. The teacher will use a reminder prompt, a scaffolded prompt or an example prompt to encourage the improvement. These improvements should be carried out by the child, along with a comment or reflection on the improvement.
3. Small amounts of secretarial marking (indications of incorrect SPELLING, GRAMMAR, PUNCTUATION) may appear but should not overwhelm or obfuscate the LEARNING OBJECTIVE.
4. Teachers should write in the handwriting style of the school.
5. Where children's work is submitted digitally and teacher feedback is digital, the principles of good feedback apply, however, the medium of the feedback will be appropriate to the media used.

**APPENDIX 2 – Marking slips**

**Applegarth Academy:** writing and marking proformas

<i>Title:</i>	<i>Date:</i>	<i>Stage:</i>
<i>Strengths</i>	<i>Next Steps</i>	
<i>Presentation Score:</i>		






	<i>Date:</i>	<div style="border: 1px solid black; padding: 5px;"> <p>How do I feel about my work today?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;">  <input style="width: 40px; height: 25px; margin-left: 10px;" type="checkbox"/> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;">  <input style="width: 40px; height: 25px; margin-left: 10px;" type="checkbox"/> </div> <div style="display: flex; align-items: center;">  <input style="width: 40px; height: 25px; margin-left: 10px;" type="checkbox"/> </div> </div> </div>
<i>Objective:</i>		
<i>Teacher Comment/Questions/Challenge:</i>		
<i>Oral Feedback Given:</i>		
<i>Presentation Score:</i>		
<i>My response:</i>		



**David Livingstone Academy:** marking (AfL) proforma

SA = Self Assessment

PA = Peer Assessment

<b>Date:</b> _____				
<b>LO:</b> _____				
<b>Steps to Success</b>	<b>SA</b>	<b>PA</b>	<b>Adult</b>	How do I feel about my work today?  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>
*Have I				
*Have I				
*Have I				
*Have I				
*Have I				
<b>Presentation Score</b> (out of 5): <input style="width: 50px; height: 25px; border: 2px solid black;" type="text"/>				
<b>Verbal Feedback Given:</b> <input style="width: 50px; height: 25px; border: 2px solid black;" type="text"/>				
	<i>My next step is to:</i>			
	<i>WWW:</i>			
	<i>EBI:</i>			

This slip can be edited depending on the focus of the lesson. For example, if self/peer-assessing, the child/pair should tick in the SA column if they think they have achieved the relevant Step to Success. Additionally at all times the child should tick the smiley face that applies to them (on the right hand side of the proforma). This AfL proforma is used for each piece of work in our English and Maths books (and Science and Discovery Time where appropriate).

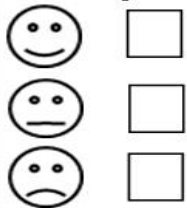
Please note, this proforma includes many AfL marking strategies and it is meant to be adapted to suit the purpose, ie: we do not need NS and WWW/EBI, so one of these strategies can be deleted. This is always stuck in the child's book at the start of their piece of work (by the child, when trained, which is expected by the end of Year 1, in lieu of their transition into Year 2). The class teacher should type in the date and LO, which will save valuable time.

**Gonville and Heathfield Academy:** marking (AfL) proforma

SA = Self Assessment

PA = Peer Assessment

At Gonville we use the below proforma for each piece of work in our English and Maths books (and Science and Discovery Time where appropriate). This is always stuck in the child's book at the start of their next piece of work (by the child, when trained). The class teacher can type in the date and LO, which will save valuable time. It is not expected that each of these strategies is used in every lesson therefore teachers may delete a strategy if appropriate for example fewer/more Steps to Success or PA/SA. A small box is provided at the end of the learning objective for the three tick system described above in this policy. **Teachers use Bloom's Taxonomy question stems as guidance when writing next steps for children.**

Date:				LO	
LO:					
<b>Steps to Success</b>	SA	PA	Adult	<div style="border: 2px solid black; padding: 5px;"> <p>How do I feel about my work today?</p>  </div>	
Have I					
Have I					
Have I					
Have I					

**Wolsey Academy:** marking (AfL) proforma

<b>Monday 11<sup>th</sup> March 2014</b>		
<b><u>LO: To recognise features of informal letters</u></b>		
<b><i>Steps to success</i></b>	<b><i>Me</i></b>	<b><i>Teacher</i></b>
<i>Have I labelled the address?</i>		
<i>Have I labelled the date?</i>		
<i>Have I labelled the greeting?</i>		
<i>Have I labelled each paragraph and written the subject?</i>		
<i>Have I labelled the greeting?</i>		
<i>*Have I highlighted the key vocabulary?</i>		

*I have learnt today that...*

*The word \_\_\_\_\_ was used today. It means...*

*Something I can do now that I couldn't do before the lesson is...*

*I feel more confident about...*

*I need to improve on my...*

*At the start of the lesson, I didn't know...*

*I now understand that...*

*I can now explain to somebody else...*

*The thing I most enjoyed about today's lesson was... This is because...*