

Marking, feedback and presentation policy

Holy Family Catholic Primary School

At Holy Family we recognise that teachers can use a variety of tools to ensure that all children are supported to move forwards in their learning.

This marking and feedback policy outlines guidance in relation to how teachers should use feedback to meaningfully impact pupil learning, as well as outlines guidance for presentation of pupil work.

We have considered the latest guidance on this:

EEF A marked improvement, April 2016

EEF Teacher feedback to improve pupil learning, June 2021

The secret of effective feedback, Dylan Wiliam, April 2016

Aims:

Feedback at Holy Family is:

1. Driven by professional judgement
2. Focused on identifying children's misconceptions
3. Meaningful, manageable and motivating
4. Used as an effective tool to improve pupil learning

High Expectations

We believe in every child's potential, and we establish, model and uphold high expectations of all pupils.



Check for Understanding

We use effective methods to check understanding of all pupils, identifying and addressing misconceptions as they arise.



Learning is Well Sequenced

We ensure lesson goals are clear, and learning is sequenced in small steps, ensuring prior knowledge is retrieved at the start of every lesson.



Feedback

We use a range of techniques and ensure pupils have time to act on feedback; we build in opportunity for editing and redrafting whilst ensuring pupils know their next steps.

Learning

Each lesson, learning should be centred around a learning objective that encapsulates the intended overall aim. These should be in child friendly and age-appropriate language.

Success criteria

The learning should be supported by progressive success criteria, that break down for the child how to be successful in that lesson.

These should be progressive in small steps, (using Blooms command words) focused on learning not task based, and accessible to all pupils. There should be a balance of knowledge and skills within these, especially within Foundation subjects. See appendix 1.

Self-evaluation

Pupils are expected to self-evaluate their learning using their steps to success, in KS1 adults will support with this. Children will indicate their response in the child column.

Teachers/LSAs will address any children who 'didn't understand' their learning.

All children use red pens to mark their learning and respond to feedback.

In KS2, children to be able to signpost where they have been successful within their learning by using the numbers on their learning objective.

Feedback

Effective feedback can take many forms, written, verbal, self and peer. To be meaningful it should be linked to content, a task or to self-regulation. Feedback is expected to take place in every lesson, research suggests that feedback in the moment is the most effective.

For feedback to be impactful it should be:

- **Specific**- Why is a piece of learning good and how they can move their learning forward. Give suggestions for actionable next steps e.g. ***Now can you ...?***
- **Cued** — Cues are given rather than corrections. Teachers prompt and give examples rather than the answer.
- **Timely** – Feedback has greatest impact when delivered immediately after learning, delivered up to a week after, and delivered during learning. Teachers should use their own professional judgement.

Verbal feedback

Verbal feedback is an effective way to provide immediate feedback to both individuals and whole class. It can be provided by both teachers and LSAs. Careful thought needs to be invested into structuring this well, as well as the timing of it. Low prior attainers can find this method of feedback easier to action.

- Verbal feedback should be specific and linked to success criteria
- Verbal feedback can provide immediate action points (during live marking in the classroom)
- Using the visualiser can help to outline to pupils how to improve, as well as provide comparative judgement
- Whole class feedback can be an efficient way to outline strengths evident from a sample of learning and common misconceptions/next steps. Time is then given for pupils to action next steps. See appendix 2.

Written feedback

Written feedback can be from the teacher, LSA, peer or self. To be effective it should be specific, linked to success criteria and provide actions to be addressed by the child.

- In KS1, **Pink** pens are used to celebrate elements of the work that meet or exceed the learning objective (this can be through ticks or comments), **green** to identify elements where improvements need to be made. In KS2, teachers use **purple** to feedback to children.
- Live marking can be an effective and smart way to provide feedback to pupils. This can be provided by teachers and LSAs. (It can be helpful to indicate where a child has completed a task 'with support')
- Children edit and mark in **red** pen.

Subject specific guidance

English – Writing

The planning lesson

The success criteria should be completed by teacher and pupil.

The planning lesson must be reviewed by the class teacher. Focusing on 6 different students each week. This will support the whole class feedback that should be delivered at the start of the next lesson.

The final write

The success criteria should be completed by teacher and pupil. Focusing on the grammar, sentence and spellings for the week.

In KS2, children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence of where they have been successful.

A maximum of 3 common exception words should be corrected by the pupil. Sp. should be written in the margin.

All teachers should allow time at the start of each lesson to respond to feedback.

Each week, deeper marks or direct verbal feedback will be given to spotlight children.

English- Reading KS2

The learning objective is to be ticked every lesson.

Every Thursday a next step is found to inform the Friday lesson. When necessary, the spotlight and greater depth children may need to have a targeted next step.

Maths

Self-assessment is the most powerful form of feedback in Maths. It enables a child to quickly assess their learning and correct/identify misconceptions where necessary, before moving on in their learning.

- Teachers should consider ways to enable this to take place efficiently, e.g., Answers readily available, live marking etc.
- Any errors in calculations in should be marked with a dot and corrected by pupils.
- Correct calculations should be ticked.

Science and other foundation subjects

The learning objective is to be ticked every lesson by both pupil and teacher.

In KS2, children should number the evidence in their work against the success criteria to further embed their understanding and to provide evidence of where they have been successful.

Key vocabulary should be spelt correctly

Presentation

It is our expectation that each piece of learning reflects the following non negotiables:

KS1

- Sentences start from the margin.
- High standards of handwriting formation is upheld and written on the line.
- Sheets are trimmed and stuck in straight.
- Pupils authentically self-assess success criteria.
- Teachers check against success criteria.
- Feedback is provided in line with the school marking and feedback policy.
- Evidence of high-quality task design.
- Appropriate adaptations made for SEND learners.
- Knowledge organisers stuck in.
- Pupils take pride in their work.

KS2

- Title written and underlined.
- Long date written and underlined.
- Learning objective recorded.
- Sentences start from the margin.
- High standards of handwriting formation is upheld and written on the line.
- Sheets are trimmed and stuck in straight.
- Pupils authentically self-assess success criteria.
- Teachers check against success criteria.
- Feedback is provided in line with the school marking and feedback policy.
- Pupil respond to marking in red.
- Completed work.
- Evidence of high-quality task design.
- Appropriate adaptations made for SEND learners.
- Knowledge organisers stuck in.
- Pupils take pride in their work.



























Maths

- Margin drawn with a ruler
- Short date written and underlined
- Pencil used
- One number per square
- Each step of working is shown
- Answers recorded
- Diagrams drawn with a ruler and labelled
- Incorrect answers dotted, tried again showing written methods.

Appendix 1: Examples of learning objectives







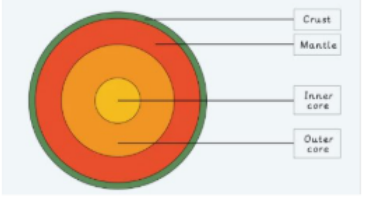
KS1 example

(For foundation subjects the final column can be class teacher or peer)

	 Learning ladybird says we are learning: to create a map of the classroom.	Me	CT
Successful spider says:	- I know we can use a map to find out about a place.	  	
	- I can represent classroom features using objects.	     	
	- I can use directional language to describe the location of features.	      	
Vocabulary	        map place globe classroom atlas country directions distance		
 Challenge	I can label my classroom map.		

KS2 example

(For foundation subjects the final column can be class teacher or peer)

LO: To name and describe the layers of the earth.		Pupil	Peer
1.	I can name and order the four layers of the Earth.      		
2.	I can state a fact about each layer of the Earth.	The inner core is the hottest layer of the Earth. The outer core is the only liquid layer. The mantle is the thickest layer of the Earth. The crust is made of solid rocks and minerals.	
3.	I know what a tectonic plate is.	Tectonic plates are pieces of the Earth's crust. They float on the mantle and their movement causes mountains, volcanoes and earthquakes	
Challenge: Magma is _____. Lava is _____.			

Appendix 2: Whole Class feedback grid

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	