

# ELSON JUNIOR SCHOOL FEEDBACK, MARKING AND PRESENTATION POLICY

Aiming for Excellence



## **Our Feedback Philosophy**

We believe that feedback is a fundamental part of the teaching and learning process. We give feedback to our pupils so they can make progress with their learning. We do not expect to see written marking from teachers in pupil books, what we expect to see is progress. This process enables us to address misconceptions, challenge ideas and celebrate success.

## **Individual Verbal Feedback**

Verbal feedback is given as much as possible during a lesson as we believe that the most valuable way to give feedback is at the point of delivery. A VF or V is written close to the point of discussion in the book and a note may be added by the teacher as a reference.

## **Feedback and daily assessment**

Teachers will regularly use simple assessment sheets (see appendix a) to assess learning at the end of a lesson. This will then inform the structure and content of the next lesson which may as a result of the daily assessment process include: small group teaching, individual feedback, extended learning, praise or whole class feedback. (see Responding to Feedback)

## **Marking in books**

When the LO has been achieved in the piece of work, the LO at the top of the work will be highlighted yellow. Individual skills/correct solutions in maths etc., may also be highlighted in yellow. This is to show the pupil that they have been successful in achieving the learning objective.

When the LO has been partially achieved it will be highlighted blue. This is to show the child that they have partially achieved the learning objective but are not yet independently secure.

When the LO has not been achieved it will be highlighted green. The pupil knows that they will then receive support by way of a guided session or scaffold to support them further. (see Responding to Feedback)

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## **End of unit writing**

At the end of a writing unit (hot write) a summative assessment will be carried out by way of a success criteria grid that will be completed by each pupil. This may be self or peer assessed.

## **Recognising excellent effort**

Excellent effort will be praised and acknowledged by way of a short phrase or symbol that is relevant to the individual pupil.

## **Spelling**

Spellings will be marked for the majority of our pupils as follows:

### **Year 3**

All pupils will have access to the Y2 word list that includes HFWs. The Year 3/4 word list will also start to be introduced. A maximum of six spellings will be picked up when marking one piece of work, with a specific focus on these words. The teacher will write the word in the margin for the pupil to edit and then practise spelling this word three times in the margin.

### **Year 4**

All pupils will have access to the Y2 word list that includes HFWs. The Year 3/4 word list will be built on from Year 3. A maximum of six spellings will be picked up when marking one piece of work, with a specific focus on these words. The teacher will either write 'sp' in the margin for the pupil to then self-correct or the word will be written in the margin for them (depending on each individual pupil).

### **Year 5**

All pupils will have access to the Y2 word list that includes HFWs and the Year 3/4 word list. The Year 5/6 word list will also start to be introduced. A maximum of six spellings will be picked up when marking one piece of work, with a specific focus on these words. The teacher will either write 'sp' in the margin for the pupil to then self-correct or the word will be written in the margin for them (depending on each individual pupil).

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## **Year 6**

All pupils will have access to the Y2 word list that includes HFWs and the Year 3/4 word list. The Year 5/6 word list will also start to be introduced. A maximum of six spellings will be picked up when marking one piece of work, with a specific focus on these words. The teacher will write 'sp' in the margin for the pupil to then self-correct.

### **Responding to feedback**

Green highlight feedback will indicate that the learning objective has not been met. The teacher will indicate by way of a code so the pupil knows how they should respond to this.

IF - independent feedback - the teacher may know it was a minor error and the pupil can self-correct, or the teacher may refer the pupil to a WAGOLL (what a good one looks like) or scaffold to support them further.

GN - Guide next - the pupil will know that they will be guided with an adult next so they don't need to do any independent corrections.

FB - Feedback - the pupil will know that at some point during the next lesson, an adult with feedback to them. This may be 1:1, small group or whole class.

### **Presentation**

Pupil will be taught cursive handwriting at the beginning of Year 3. Cursive handwriting is the expectation for all year groups.

### **Maths**

Presentation in maths books will enable pupils to show a clear process when solving problems. One digit or symbol will be written inside one box and all lines will be drawn with a ruler.

All pupils will be expected to present their work as neatly as possible at all times. If the teacher feels that a pupil has not presented their learning to the best of their ability, a green highlight line and comment will indicate this and the pupil will be expected to do the work again.

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## **Monitoring**

SLT and Year Leaders will monitor presentation, feedback and marking in books according to the school's monitoring plan in the SIP.

## **Celebration of Learning**

Learning will be celebrated through:

- Displaying of work
- Sharing their exemplary work under the visualiser in class as a WAGOLL (what a good one looks like)
- Headteacher and Assistant Headteacher award certificates for excellent effort and outcomes
- Postcards home to notify parents of excellent efforts, attitudes and learning outcomes
- The award of trophies that are presented to children who show exceptional progress in their learning, music or show an outstanding contribution to the local community or school life.

**Policy Written July 2011**

**Policy Reviewed September 2018**

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<b>FEEDBACK AND MARKING POLICY</b>	
<i>We believe that verbal feedback at the point of delivery is the most valuable form of feedback and marking</i>	
<b>G</b>	Shows Guided Group Work
<b>I</b>	Shows Independent work
<b>S</b>	Work marked by supporting adult e.g. Supply Teacher, HLTA or LSA
<b>V or VF</b>	Verbal feedback has been given
<b>IF</b>	Independent feedback - the pupil must self-correct using a red pen (may need scaffold or WAGOLL to support)
<b>GN</b>	Guide Next - the pupil will be guided by an adult in the next lesson
<b>FB</b>	Feedback - the pupil will receive feedback at some point during the lesson: 1:1, small group or whole class
<i>All teacher marking/feedback needs to be in green pen and needs to be:</i>	
<b>Yippee Yellow</b>	Highlights positive aspects of the work in relation to the LO. The LO will be highlighted yellow if the pupil has achieved it.
<b>Blue</b>	LO highlighted blue indicates LO partially achieved
<b>Growing Green</b>	Highlights what needs to be improved in relation to the LO. The LO will be highlighted green if the pupil has not achieved the LO.
<b>sp</b>	sp in the margin, indicates a spelling needs to be edited. If the word is given then the pupil will copy this out three times in the margin or at the end of the piece of work.

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INSET Monday September 3<sup>rd</sup> 2018

## Feedback and Marking policy

Talk to SLT if you have any questions about the new revised policy.

Key Action Points:

Organise spelling word lists for pupils to access and model and encourage them to use them.

Last page of policy with code grid must be stuck in the front cover of EVERY book. The marking policy relates to all written work in every book.