

## DIAMOND ACADEMY

### Marking, feedback and presentation policy

September 2021

#### **Aims and Objectives**

The purpose of this policy is to define the standard of presentation and progress within the school with respect to the written work of children and the feedback provided by staff when marking children's work in order to:

- Ensure consistency, continuity and progression throughout the school, linked to National Curriculum requirements.
- Enable teachers to identify those needing further support and those needing more challenge.
- Enable teachers to identify and then address misconceptions.
- Ensure presentation and basic skills errors are regularly referred to and modelled correctly.
- Ensure children are given time to correct errors.
- Provide children with time to use a dictionary to find the correct spelling and add this to their own personal dictionary for reference in all future work.
- Allow any member of staff within a lesson to use the same feedback approach.
- Enable children to understand how successfully they have completed their learning outcomes.
- Use marking, feedback and continual assessment to inform future planning.
- Use marking, feedback and continual assessment to set future targets for children.
- Encourage children to develop their own assessment skills through the use of peer and self assessment.
- Help children to recognise that mistakes can provide teachers with information to improve learning. Children will be positively encouraged to leave their mistakes as a record of what they have done but make any required corrections in their books.
- Recognise and value children's work by choosing work to praise and share within lessons.
- Encourage children to present their work in a clear and methodical way.
- Ensure children have a sense of pride in the written work they produce.

Although feedback and marking are clearly connected, they are not the same. Cambridge Dictionaries Online define them as follows:

**Marking** noun (correcting): the activity of checking, correcting and giving a mark to students' written work.

**Feedback** noun (opinion) Information or statements of opinion about something such as a new (product, that can tell you if it is liked or successful.

So marking = the routine – regular, timely and manageable – has the LO been achieved? Are there any basic errors that need correction (i.e. our minimum standard for spellings and punctuation)?

**Light marking** should be routine – regular, timely and manageable.

Feedback is specific information given to the pupil about their performance relative to the learning objective. It should aim to produce improvement in the pupil's learning. It should be specific, clear and accurate, encourage and support further effort and be given sparingly so it is meaningful, provide specific guidance on how to improve.

Effective feedback makes students think about their learning. It also helps them to see that learning is incremental rather than fixed.

#### **Equal Opportunities**

Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, class or gender, but specific to their individual needs.

#### **Staff Roles**

All members of staff are empowered to mark children's work. Since marking helps provide educational indicators by which children's progress can be monitored and improved it is particularly important that all staff adhere to this policy.

## General Strategies and Guidelines

Feedback is always best done with the children present. If this is not possible then marking should take place as soon as possible after the child complete the work. Time should be given for children to complete any corrections at the start of the next session.

Hot marking can be used within the lesson to provide instant feedback.

Conferencing can be used to work with a small group of children within a lesson.

## Presentation Guidelines

Children are encouraged to work to a high standard. Throughout the school there is a continuity in terms of marking and presentation. There are strategies that are common to all year groups for both presentation and marking.

- Materials of the highest quality are used with the children.
- Children do not write anything on the covers of their exercise books – high quality printed labels are supplied by the office team.
- Any common presentation errors will be modelled by the teacher in the next lesson.

English dating should include the full day, date and year.

Mathematics should use the short date method and the foundation subjects should date the work as appropriate without wasting time. Titles (underlined with a ruler) should be included where appropriate.

## Marking colours

A child friendly copy of this can be seen as appendix 1. This is to be displayed in every classroom for children to see.

Green highlighter	Used to show anything correct.
Orange highlighter	For children to edit, check and improve their work. Provide time for children to correct or improve.
Blue highlighter	Used to show incorrect spelling. Provide children with time to look for the correct spelling in a dictionary and then add this to their own personal dictionary. No more than 5 errors in one piece of work.
Purple pen	Children use to edit or improve their own. Any support identified on class feedback sheet or extra challenge to be complete in purple pen.
Green pencil	Children use to self-mark any correct work.
VF (verbal feedback) in green pen	Used to show you have spoken to a child about their work.

## Whole Class Feedback Sheet (Appendix 2)

A whole class feedback sheet will be filled in after every lesson by whoever taught this. There will be separate English, Maths and Foundation folders for the sheets to be kept in.

This will identify:

Work to praise and share.

Children needing further support.

Any presentation errors.

Misconceptions and next lesson notes.