

Roman Way Academy



Marking, feedback and presentation policy

Our mission: We enable every child to meet their full potential.

Roman Way Academy is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to this area of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

SMSC

Spiritual, Moral, Social and Cultural (SMSC) development is about everything we do at Roman Way and supports the rights and responsibilities of the child. As well as contributing towards the whole school values and ethos, it leads to children becoming lifelong learners who make a positive contribution to our world, preparing them for life in modern Britain. Within the curriculum, including Religious Education and Personal, Social, Health Education, there are plans to develop SMSC.

Rationale

Marking and feedback is a central part of a teacher's role and is integral to progress and attainment. Written and verbal responses offer a key way of providing feedback to pupils and helping teachers assess their pupils' understanding. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure their progress. It will focus on success and improvement needs against learning objectives and success criteria enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Aims

Marking should be driven by professional judgment and be 'meaningful, manageable and motivational'.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Types of marking

Immediate feedback is the most effective and is more likely to be oral than written.

There are many types of marking and feedback approaches that may occur during teaching and learning are:

- ✓ Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This is also referred to as live marking (see codes below). It may take the form of verbal feedback, effective questioning, mini-plenaries, mid lesson adjustments and learning discussions with individual pupils or groups.
- ✓ Light review of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- ✓ Developmental marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen thinking.
 - work is assessed against Success Criteria.
 - pupils are given time to respond to marking and the response is acknowledged by the teacher.
 - response to feedback may happen within the lesson and may include additional challenges.
- ✓ self-assessment and peer-assessment of the attainment and success of a piece of work.
- ✓ assessment is checked against differentiated Success Criteria.
- ✓ peer assessment is a verbal discussion with a peer and/or notes recorded on post-its.
- ✓ Whole class marking and feedback (WCF) (see appendix A)

The LO should be ticked using green pen for all work if the LO has been met. This can be done during the lesson (preferable) or afterwards.

Marking Codes to be used during live marking:

S- supported with adult to child ratio.

I- independent work (following support)

✓ - correct/acknowledgement.

● - correction to be made in maths

C (in margin) – Capital letter missing or written in error

Sp (in margin) - spelling mistake (key words/common exception words, maximum of 3 words per piece of work)

The child should be directed to or reminded of resources in the classroom they can use to find the correct spelling (e.g. Little Wandle chart, word banks, displays, dictionary, spelling book). Underline the word if needed. It may be appropriate to write the word with the incorrect part missing to show the child which part they need to check e.g.

peech – p__ch The child needs to fill in the missing digraph – peach.

Y2 and KS2 pupils should use purple polish to correct the spelling. KS2 pupils must also copy the word into their spelling book.

Where punctuation is missing, remind the child verbally. Point/circle or underline to show where a punctuation mark is missing if the child needs this level of guidance.

V – verbal feedback (brief statement on focus; reference to peer assessment can be made)

Presentation

- Pupils will be reminded daily about expectations.
- Pupils will use 'polished purple' for editing and improving written tasks.
- Teachers will write a 'P' in green pen at the top right corner of the page to indicate that a pupil's work is presented at the expected standard. This will only be used when there is a significant improvement in presentation.
- All adults mark in green pen.
- Supply teachers will identify strengths and misconceptions on WCF sheet. Teachers will plan the WCF session.
- All work should be dated and underlined. The date should be written starting at the top left of the page from Year 2 Spring term.
- All work should have Learning Objective (LO) displayed. Teacher will tick the LO in green pen when achieved.
- Extended pieces of writing should have Success Criteria displayed and/or stuck into books. Displayed SC must be easily accessed by all children.
- No erasers should be used unless for display purposes or instructed by teacher. Mistakes should be crossed through with one line.
- The title of work should be underlined using a ruler and in pencil.
- Worksheets should be used only when absolutely necessary.
- Pencil to be used for maths. KS2 children use purple pen for marking their own work.
- Pupils with accurately formed letters (joined or printed) will be awarded a blue pen (and expectations monitored).
- Margins to be used for question numbers only.
- Correct all bad habits such as £ and p in a sum of money, putting commas in large numbers etc.
- Work in maths books should be on squared paper with children using one square per numeral.

Whole Class Feedback (WCF)

WCF is used in KS2 and is currently being trialled in Year 2.

As a school we are mindful of the workload implications of written marking and research surrounding effective feedback. A minimal marking approach eliminates the need for

teachers to spend time outside of lessons writing comments in books, however, teachers and TAs will live mark during lessons as much as possible and children in Key Stage 2 will frequently mark their own work where appropriate. It means focusing on giving feedback as a whole class and enabling all children to respond. The sole focus of the feedback should be to further children's progress through the curriculum.

Aims

- ✓ Reduce the workload of marking every book in depth
- ✓ Quality and specific feedback given to pupils to improve the pupil performance to enable progress and address misconceptions as opposed to just improving the work
- ✓ Create automacy for the more technical aspects of writing such as punctuation and spelling, have these areas targeted and addressed in a more effective way than writing 'remember your punctuation' on every piece of work they do.

What does minimal marking mean to Roman Way Academy teachers?

WCF is used in both English and maths at least twice a week to include Rocket Writing feedback

The teacher looks at the work of all pupils after the lesson. The teacher analyses work for common errors (including spellings) and misunderstandings and uses these as a basis for whole class feedback or teaching for the next lesson.

WCF sessions should take 5-7 minutes. They may include sharing good examples of work from the previous session and celebrating success. All pupil books are distributed across a few groups i.e. WCF1, WCF2 etc. The numbers are **not** reflective of any ability sets. A quick task or question is set for each WCF group. The children have a few minutes to complete this and they are encouraged to talk with peers and support each other in answering. Adult support is given where necessary. The teacher then goes through the answers. On some occasions, feedback may be given to individuals where that pupil cannot be placed in any group.

Reasonable adjustments to this policy will be applied where appropriate.

This policy should be read in conjunction with:

- all subject policies
- School Development Plan
- SEN policy
- DLPT More able policy
- DLPT Assessment and reporting policy
- Teaching and Learning policy

Because of the changing nature of feedback and marking this policy will be reviewed annually.

Date: Sept 2022

Review Date: Sept 2023