

# St. Hugh's Catholic Primary School

## Marking, Feedback and Presentation Policy

### Mission Statement

St Hugh's School provides a welcoming, safe and secure environment for all.

Our school aims to be a community which reflects real gospel values of love and forgiveness. A community in which each individual, child or adult, can work in an atmosphere of mutual respect and understanding; so as to broaden their appreciation of the world, its cultures and its people.

### Every day ... Growing in God's Love

#### Aims of Policy:

- To explain our rationale for Marking and Feedback at St. Hugh's Catholic Primary School.
- To provide explicit and specific information on how we mark children's work and provide feedback.
- To show the high standards of presentation we expect from staff and children.
- To ensure consistency in standards of marking, feedback and presentation across the school.

#### The purpose of Marking and Feedback:

- To let children know what they have done well
- To show children how they can improve
- To assess children's achievement of, or progress towards the Learning Objective.

It is important to provide constructive feedback to children which focuses on success and on steps to improvement. This enables children to become reflective learners and to close the gap between what they can do now and what we would like them to be able to do.

Ideally, marking would take place with the child present and feedback would be in the form of a verbal dialogue. However, this is not always possible and written marking and feedback is necessary.

At times, it will be appropriate for children to self-assess their own work or to peer-assess the work of others. This encourages children to be reflective, responsible and to take an active part in their own learning. It is part of the whole picture of marking and feedback. The teacher, however, remains responsible for assessing each piece of work the children produce.

#### Marking and Feedback should:

- Be manageable for teachers
- Be easily understood by children
- Relate to the Learning Objective
- Give recognition and praise for effort
- Give recognition and praise for achievement
- Identify areas for improvement
- Suggest next steps
- Respond to individual learning needs
- Aid assessment
- Inform future planning
- Be consistent across the school

Not all marking will include all of the above points but will be relevant to the children, their ability and the work they have completed.

Marking should take place after the completion of each piece of work or, ideally, as the work is in progress and with the child.

#### Expectations for Marking:

Marking should reflect the Learning Objective (LO) of the lesson so that the children know if they have achieved the LO and what they can do to improve their work. We have made a distinction between marking which acknowledges children's effort and achievement towards the LO with marking which identifies next steps in the children's learning. Next Steps marking identifies what the children have done well and makes explicit what they need to do to improve. Next Steps marking will take place at least weekly in maths and literacy, and more often if appropriate.

Marking is to be carried out using a green pen.

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### Marking Code:

**LO** = Learning Objective

√√ = LO achieved

√ = LO partially achieved

• = LO not achieved

} These are recorded on the LO sticker when the work is marked.

**I** = Independent work

**P** = Partner work

**T** = Teacher supported work

**HLTA/LSA** = HLTA/LSA supported work

**G** = Group work

} These are recorded by the LO sticker

**VF** = Verbal feedback given  
(specify nature of feedback e.g. VF – presentation)

**Sp** = spelling error. This is written above the word and the spelling error is underlined by the teacher. The teacher uses his/her professional judgement to determine which errors should be underlined, taking into account the age and the ability of the child. The child writes the spelling corrections at the bottom of the work, in pencil, at least 3 times.

**Λ** = Word(s) missed out

// = Start new paragraph

└─┬─┘ = Start a new line

**VT** = Verb tense error

○ = Missed capital letter or punctuation

√ = Correct

• = Incorrect

----- = Child rules through a mistake neatly with a pencil and ruler. No rubbers.

**All of the children's corrections, editing and responses to Next Steps marking are to be completed in pencil.**

☺ = I am pleased with your effort.

☺☺ = I am very pleased with your effort.

Smiley faces to be placed at the end of a piece of work, if appropriate.

No sad faces or negative comments in books. Use **VF** and speak to the child.

**Any feedback/marking written by anybody other than the class teacher needs to be initialled.**

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### Presentation

We have high standards and for all our children and expect them to try their very best for every piece of work. We expect and encourage high standards of presentation at all times. Expectations are made clear to the children and are regularly reinforced in class by every adult working with the children. Staff must also present their writing well when writing on the board or in children's books. The adults' handwriting must be appropriate to the year group they are teaching.

#### **Expectations for Layout:**

- LO is printed on to a sticker by the teacher and it is stuck neatly in the top left hand corner of each piece of work.
- The date is written on the right hand side and underlined in pencil with a ruler. In maths, the numerical date is written on the right hand side and underlined in pencil and with a ruler.
- After the date, a line is missed and the title is written in the middle of the next line. It is underlined in pencil and with a ruler.
- After the title, another line is missed before the children begin their work.
- Before starting a new piece of work, the previous piece is ruled off with a pencil and a ruler. There is no need to start a new page for every piece of work. If there are only a few line left at the bottom, rule off and start a new page.

In Y1, the teacher's judgement is used to determine when children are expected to adhere to the expectations above. By the end of the year, most children will be expected to use the correct layout for their work, if appropriate.

#### **Expectations for Written Work:**

- All work in maths books is to be completed in pencil.
- Pens must be used for written work in all other subjects starting in Y3.
- Rubbers and correction fluid are not to be used.
- All editing and responses to Next Steps marking are to be completed in pencil.
- Underlining must always be done with a ruler; this includes crossing out mistakes.
- Felt-tips, gel pens etc. must not be used in exercise books.

#### **Expectations for Exercise Books:**

- Each book must have a printed sticky label on the front with the child's name, class and subject.
- Front covers must be free from drawings, doodles or other marks as much as possible.
- Colours of the books will be consistent across the school (e.g. yellow for literacy). These might change each year depending on availability.
- Worksheets must be neatly trimmed before being stuck into books. Corners must not protrude from the edge of the book.