



INGOLDMELLS ACADEMY

Marking, Feedback and Presentation Policy

Rationale

Marking is an integral part of assessment. At Ingoldmells Academy we aim to provide a system of marking and feedback that enhances children's learning by offering guidance on how work can be improved. We aim to give feedback positively to enhance children's confidence and self esteem and develop self-reflection and evaluation of their work. We acknowledge that marking and the expectation of responding to marking is developmental. We will provide systems of marking and feedback so that all children are aware of what they have done well and what the next steps in their learning are.

Purposes of Marking

- *For children to know how well they have done and what they need to do next To show children that their work is valued.*
- *To demonstrate an appreciation of the child's effort.*
- *To improve children's confidence in reviewing their own work and setting future targets by indicating the next steps in learning.*
- *To indicate how a piece of work can be improved against the success criteria.*
- *To aid curriculum planning, identifying pupils who need additional work or more of a challenge.*

Principles of Marking at Ingoldmells Academy

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that;

1. *They are made aware of the learning objectives and of the criteria against which their work will be marked or assessed.*
2. *The learning needs of individual children are understood and work is matched and marked appropriately.*
3. *The work is marked in such a way that achievement is acknowledged and areas for development are highlighted thus taking learning forward.*
4. *Children will be given the opportunity to assess their own learning and progress through self-assessment.*
5. *Children will at times take part in peer assessment sharing and discussing the learning with a partner.*
6. *Children are given time to reflect on the marking comment or assessment and use the feedback to improve or modify their work.*

Quality Feedback and Marking

Immediate feedback is the most effective form of instant assessment and reflection for the child to take learning forward.

Feedback should;

- *Refer to the learning objective of the task*
- *Form the basis of a discussion between teacher and child.*
- *Be oral or written, formal and informal.*
- *Given on an individual or group basis.*

Oral Feedback

Oral feedback is the most powerful form of feedback and has maximum impact on progress when pointing out successes and where improvement is needed. Oral feedback is usually interactive and developmental. It gives reassurance or a quick check on progress.

Written Feedback

Written feedback should be:

- *Legible and clear in meaning.*
- *Developmental – children should find out how they are getting on and what the next learning step will be.*
- *Children in years 3-6 will be given time to respond to feedback so that they can internalise comments and transfer improvement suggestions to another piece of work in a new context.*
- *Children in Years 1 and 2 will be supported in the acquisition of this skill. As children move through year 1 and into year 2 they will initially receive and respond to feedback in guided groups. As confidence and ability allow, children will begin to respond to marking and feedback with greater independence.*
- *Children in Reception will be able to respond to oral feedback either verbally or through an action. The teacher will record children's verbal responses.*

Classroom Practice at Ingoldmells Academy

The following systems and procedures will be implemented to ensure high quality marking and feedback leading to improved achievement and outcomes for children.

- *All staff must mark work in order to support continued progress of all children's learning.*
- *Positive marking should be made using pink 'Tickled Pink' with key aspects highlighted in pink so that children can clearly see what they have done well.*
- *Next Steps or actions needed to be made to improve a piece of work should be made in green 'Green for Growth'.*
- *Children will be encouraged to self-edit their work in purple (the use of purple pen will develop across KS1)*
- *Children will respond to feedback using purple 'Purple Polishing Pen'.*
- *Sharing work and marking work with the whole class is helpful as it empowers the child to review their own learning and identify improvements they need to make for themselves.*

Presentation of Work at Ingoldmells Academy

At Ingoldmells Academy we have high expectations in presenting all work which includes display, worksheets, work cards and teacher's writing.

We expect children at Ingoldmells Academy to present work according to the following rules in Years 1 - 4;

- Write the date at the top of all work.
KS1 – **Long date in writing books and short date on all other work.**
KS2 - **Literacy and all other subjects – long date. Numeracy – short date (00/00/00)**
- Use sharp pencils. Handwriting pens to be used once a consistent, legible, neat handwriting style has been adopted.

- Children will be encouraged to use a cursive style to their handwriting. This is a skill that is seen as developmental as children move across KS1 and into KS2.
- For FS2 and KS1 children; stickers will be used to show the learning objective.
- KS2 children should write the learning objective at the top of the page on the first line. This will allow children to become more aware of the purpose of the task and helps them in evaluating their own work.
- Copies of the cursive script rule posters should be displayed in every classroom and regularly referred to and reinforced by the teacher.

Appendix 1 – Colour Coding System

Colour Code Key

Green – Area for improvement

Pink - Learning achieved

Purple – Used to self-edit and respond to marking

Appendix 2

Marking Symbols to be used developmentally across KS1 and into KS2

<i>Code</i>	<i>Meaning</i>
<i>VF</i>	<i>Verbal Feedback Your teacher has spoken to you about what you have done well and your next steps.</i>
<i>I</i>	<i>Independent You completed your work without help</i>
<i>TA</i>	<i>TA has marked the work. If a TA has helped you with your work.</i>
<i>G</i>	<i>Guided Group Work You worked in a group with your teacher.</i>

This Policy was adopted by Staff at Ingoldmells Academy December 2017