



Walkwood

Church of England  Middle School

Marking, Feedback and Presentation Policy

Governing Body Committee responsible:	Teaching, Learning and Curriculum		
Approval granted:	13 May 2024	Review date:	Summer Term 2027



Marking and Feedback

Rationale

Feedback is a vital part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments and building a teacher-pupil dialogue acknowledges pupils' achievement and learning, and identifies steps to ensure further progression. Pupils are given opportunities to reflect, respond and improve their work.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress. Evidence of our response to children's work can be found recorded in books and on display, as well as evidence of verbal feedback. Whilst the child is learning, we will give verbal praise. We use our judgement as professionals in a constructive way when working with learners to secure and deepen their learning.

Marking and Feedback strategies

Light marking entails: Light touch, 'tick and flick' or 'checking' marking – in order to support the giving of quality feedback at key points in the learning process, some work can be marked in less detail (see examples below of when this is appropriate). Light marking will develop the skills of peer and self assessment, and will stand alongside whole class and teacher-led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work through the use of ticks, simple corrections, scores (10/10) and/or brief attainment based comments. Some SPAG errors will be addressed, maximum of 3 spelling errors to be noted with SP in the margin; pupil to copy the word x 3 at the bottom of the work or in the margin. SPAG errors must be referred to, as every teacher is a teacher of literacy.

Deep marking entails: Deep marking is necessary as per the examples of work below. This entails teachers reading closely the full piece of work, addressing at least some SPAG errors, and writing a comment(s)/question(s) to deepen the knowledge of the pupil. Maximum of 3 spelling errors to be noted with SP in the margin; pupil to copy the word x 3 at the bottom of the work or in the margin. SPAG errors must be referred to, as every teacher is a teacher of literacy.

Live marking: This is instant and meaningful; it can be signified with a written VF inside a small speech bubble, where a small group has been worked with and/or a sustained discussion has taken place. The teacher or pupil can write VF within a small speech bubble and this is evidence that feedback has taken place.

Throughout books, there will be a **range of marking strategies** that suit the nature of the piece of work produced by the child, including both light marking, deep marking and live feedback over the course of a half term.



What work should be light marked?	Light Feedback
<ul style="list-style-type: none"> -Label diagram exercises -Fill in the missing word exercises -Comprehension tasks -Spelling tests -Times table tests -Mini end of unit tests -Calculation exercises -Home work <p>This is not an exhaustive list.</p>	<ul style="list-style-type: none"> -Pupils to be alerted to misconceptions in their work either via verbal (teacher or pupil add VF in speech bubble) or brief written feedback. -Written teacher feedback where presentation is a concern. -Light marking to include a focus on punctuation and grammar using SPAG codes in margin: <ul style="list-style-type: none"> -P for punctuation mistake -C for missing/wrong capital letter -SP for spelling* -G for grammar -? for check this makes sense - // for new paragraph - ^ for missing word -WW for wrong word -Sci (wrong scientific terminology) *No more than 2-3 spellings per piece of work, written at the bottom of the work and pupil to copy x 3 -Pupils to self or peer-assess work: ticking, crossing and improving in purple pen.
What work should be deep marked?	In Depth Feedback
<ul style="list-style-type: none"> -All tests and assessments -Extended pieces of writing -Investigation write-ups -End of unit projects -Key pieces of work -Exit ticket follow-up activities <p>This is not an exhaustive list.</p>	<ul style="list-style-type: none"> -Next steps can be given to enable pupils to improve their work/deepen their understanding, such as through a question. For example, ‘How do you know?’ or ‘Why...?’ -Teacher comments are written in pink in response to the nature of the pupil work, either written or indicated on a success criteria grid (Use of “Now try...” is recommended). -Pupils to action any targets with purple pen. -Written teacher feedback where presentation is a concern. -Motivational strategies including written praise or allocation of Epraise points. -Deep marking will include a focus on punctuation and grammar using SPAG codes in margin: <ul style="list-style-type: none"> -P for punctuation mistake -C for missing/wrong capital letter -SP for spelling* -G for grammar -? for check this makes sense - // for new paragraph - ^ for missing word -WW for wrong word -Sci (wrong scientific terminology) *No more than 2-3 spellings per piece of work, written at the bottom of the work and pupil to copy each word x 3
What work does not need to be marked?	
<ul style="list-style-type: none"> -Planning includes activities such as mind maps and notes. <p>Pupils should title their work as planning work.</p>	

Presentation

Layout

- Begin each new piece of work with a learning objective (LO) and date, both written in blue pen and underlined with a ruler.
- Rule off below any previous work where there is space left remaining on the page; this ensures the full page is used throughout the pupil book.
- LO and success criteria can be printed by staff and stuck in by pupils (particularly helpful for SEND learners).
- Ensure any sheets glued into books fit within the page, trimming beforehand if necessary.
- Do not keep loose sheets in books.
- Do not accept doodles or graffiti within the book or upon the book cover.

Text

- All text to be completed in **blue ink** (except in pencil for maths recording only).
- Pupils will write in *cursive handwriting*, joining the majority of letters, and deciding themselves which letters are best left unjoined.
- Mistakes should be crossed out neatly with **one** pencil line: no scribbling.
- The use of correction fluid or erasable pens is not permitted.

Diagrams and illustrations

- All drawing to be completed in pencil.
- Labelling to be completed in pencil; lines to be drawn with a ruler.
- In books, colouring in using pencil crayon only; no felt tip pens, sharpies, gel pens, etc.

Highlighter pens

- These should only be used to highlight text extracts when completing critical analysis of a piece of work; highlighters are not to be used when writing.

Feedback

- Teachers to mark in **pink pen** (not red or any other colour).
- Peer and self-assessment to be written in **purple pen**.
- Pupils respond to teacher feedback in **purple pen**.
- Teachers to model *cursive handwriting* in their written feedback in books (and when writing upon the board).

Appendix 1

Subject-specific aspects which will feature within marking and feedback.

English

Use of highlighter on pupils' own work, for Comparative Judgement, as part of the editing process.

Gold star stamps for use on final pieces of extended writing to indicate successful features.

Writing folders show progression of writing over time.

Mathematics

Common use of 'Now try...' for next steps.

Science

SCI to be noted in the margin, in the same way as SPAG coding, when scientific notation is incorrect.

Music

Audio and visual records, and also whole class crib-sheets, are used as part of assessment for learning, demonstrating progression of individuals.

French

Use of highlighter on pupils' own work for vocabulary analysis.

