



Crockerne C of E Primary School



Name of Policy:	Marking, Feedback and Presentation
Committee:	Curriculum, Standards and Staffing
Date Ratified:	January 2017
Next Review:	January 2018
Chair of Governors Signature:	
Headteacher Signature:	

Presentation, Marking and Feedback Policy

Rationale

The staff at Crockerne believe that:

- Pupils should be expected to take pride in the presentation of their work
- Marking should motivate children
- Teachers should be referring to presentation of work in all lessons
- Marking should provide positive feedback and encouragement to the child
- Marking and feedback should identify how children can improve their work
- Marking and feedback should assist the teacher in assessing and planning children's work

This can be done through

- Providing KS appropriate guidelines for handwriting and presentation
- Ensuring the pupils are aware of the purpose and the focus of the marking before undertaking the task
- Providing consistency in common marking strategies throughout the school and across the curriculum
- Building a growing awareness of self-correcting strategies in order to achieve quality work
- Providing time during the school day to allow pupils to read the comments and feedback.

Presentation: Written Areas

- In all areas of the curriculum, work should be dated and labelled with a clear 'I can' statement
- Handwriting and specifically taught letter formation will be practised regularly (at least three timetabled slots per week) using the Spectrum Handwriting Scheme. This can be done within the daily SPaG sessions
- Pupils must be encouraged to use a fluent style and join where they can. In KS2 once a pen license is obtained, pupils must use an appropriate, black pen
- In all areas of the curriculum, erasers may be used at the teacher's discretion; however, pupils should also be taught to edit using a single line crossed through a mistake

Presentation: Maths

- Pencil must be used
- Short version of date must be used
- Numbers to be recorded using one digit per square
- Pupils must be encouraged to lay their work out clearly
- Jottings may be shown on the opposite page

Marking:

General points about marking:

- Work marked away from the child should be supported by positive and constructive feedback;
- Work should be marked in green or blue pen only.
- A variety of awards such as Gems, stickers, stamps, smiley faces etc ... may be used at the teacher's discretion;
- Particular awards may be acknowledged by the Head with a certificate.
- Children should record their feedback to the teacher using the range of AFL strategies the school employs e.g. learning comments, smiley faces etc...
- Children in KS2 should be using a purple pen for alterations and comments
- TAs should have a sound knowledge of the marking and feedback policy and be seen to be using it where appropriate

Marking: ALL Written Areas

- When marking creative writing, children should not be penalised for trying to expand their vocabularies.
- The number of spellings corrected will depend on the **ability** of the particular child and the focus of the marking. Teachers must be mindful of the child's self-esteem.
- In FS and KS1 the teacher may scribe below the child's emergent writing where a phonetically plausible word has been attempted eg *grden* for garden. This may also be done to help it make sense to the reader. (This may occur in KS2 if appropriate to the child's ability)
- In KS2 teachers will identify mis-spelt words, which should be known to the child or are displayed around the room with a **sp** in the margin. The child will then be asked to write the word three times at the end of their piece of work or in the margin.
- Marking comments should link to 'I can' and indicate small step improvements, as appropriate for age group and ability of child. When feedback comments are given they **MUST** be followed up.

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Marking, Presentation and Feedback: Non-negotiables

Marking and Feedback:

- Every piece of work MUST be marked/responded to in some way using an appropriate cursive script. This may be through:
- Self assessment which focuses on the learning objective/targets
- Peer assessment which focuses on the learning objective/targets
- Feedback which links to the 'I can...' statement and the genre/subject specific success criteria or individual target.
- Supported work should be clearly marked with T (if supported by the teacher) and TA (if supported by the teaching assistant).
- Independent work should be clearly marked with an 'I' or 'Independent'.
- Tickled pink/green for growth are assessment tools used by teachers, pupils and their peers to identify strengths and areas for development linked to the 'I can' the success criteria and individual targets. They should be used as part of the marking and feedback process to indicate small step improvements that can be made. When a feedback comment is made, it must be followed up.
- 'Close the gap' marking should be used throughout the week. Teachers must use their findings from their marking to plan activities which will extend, consolidate or pick up misconceptions in learning.
- All of the above should form part of the ongoing dialogue with pupils that is developed through the marking and feedback process.

Presentation:

Date and Objective/Question/Success Criteria:

- Full date at the top of the page and underlined for all subjects.
- The learning objective (I can) should then be stuck or written underneath this and underlined.
- Where appropriate, the context should be underneath the objective.
- Success criteria must be coloured to reflect challenge: blue, green, red, gold
- Children must be taught how to hold a ruler in the middle so it doesn't move and they create straight lines when they underline.

- Objective and success criteria to be stuck into the top left hand side of the page.
- ANY titles/headings must be underlined.

Paragraphs:

- For each new paragraph, leave a line then start at the margin, rather than leaving an indent.

Illustrations/ Diagrams:

- They should be drawn in pencil and shaded in pencil crayons. No felt tip pens should be used in books.

Mistakes:

- Pencil: mistakes should be rubbed out (teach the children how to rub out holding the page so that it does not become crumpled and not to create smudges).
- Pen: one neat line through the mistake.

General Presentation:

- Have a variety of evidence of recording – photos, pictures, printouts etc.
- No graffiti in or on books, on clipboards, whiteboards, rubbers etc.
- Children can stick in their own work but must be taught to do so with an equal margin around the piece – ensure all adults have a clear understanding.
- All work stuck in books should be cut out using a guillotine. Unless the objective is required to make it specifically different.
- Work in books must be stuck in flat NOT folded (unless A3).

Handwriting:

- This should be inline with the school cursive handwriting policy.
- Use sharp pencils(in handwriting and across any subject)
- A pen licence to be issued from the 'Handwriting Champion' when a child is consistently and clearly joining their cursive writing.
- If a child is using a pen then they should write in a pen in all written areas – this should be a black pen.

Teacher/ adult marking:

- Should follow the same principles as above – it should be clear, joined , neat and legible – see Presentation/ marking and feedback policy.
- Teachers must mark in green
- Green must be used to show areas of improvement. Pink to be used to celebrate particularly good outcomes but not overused. Pink and green can also be used by pupils to mark their work, particularly in maths.

Editing:

- Pupils must use a 'purple pen of progress' to improve their learning from Y2 or earlier if appropriate.

Maths specific presentation:

- Short date to be used in maths.
- ALL maths work is to be completed in pencil.
- Lines MUST be drawn with a ruler.
- One digit in each box.

- Separate box for decimals.
- Numbers of sums to be bracketed to differentiate from numbers as part of a sum.
- Work must be laid out clearly- pupils need to show their working where appropriate but it must be neat.
- KS1 must use 1cm books
- Y3 use 1cm or 0.7cm as appropriate
- Y4-6 use 0.7cm squares

Monitoring of presentation will consist of learning walks, work scrutiny, moderation meetings. Feedback will be given following monitoring.

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Guidelines for Handwriting and Presentation

Our overall aims for handwriting and presentation are:

Children need to produce a neat, legible, consistently joined handwriting style

Children need to present their written work with great care and attention to detail

In order to achieve these aims, having a whole-school approach to handwriting is the **key**. At Crockerne, the teaching of a **fully cursive** handwriting style will be integrated into our literacy teaching and learning from Nursery.

Progression

Handwriting Stage	Teaching and Learning Focus	Writing Implements and Paper
Stage 1 (Guide: Year R)	Handwriting patterns and activities to develop gross and fine motor skills. Introduction to cursive handwriting style using Spectrum Handwriting Programme and linking other elements of literacy teaching (e.g. phonics) Own worksheets could be designed using Handwriting for Windows computer program	Pencil for writing
Stage 2 (Guide: Years 1 and 2)	Cursive handwriting style using Spectrum Handwriting Programme and linking other elements of literacy teaching (e.g. phonics) Own worksheets could be designed using Handwriting for Windows computer program	Pencil for writing RED handwriting books containing wide guidelines for ascenders/descenders

<p style="text-align: center;">Stage 3 (Guide: Years 3 and 4)</p>	<p>Continue to practise appropriate cursive joins using Spectrum Handwriting Programme and linking other aspects of literacy teaching.</p> <p>Own worksheets could be designed using Handwriting for Windows computer program</p>	<p>Pencil for writing until pen licence achieved</p> <p>PURPLE handwriting books containing narrow guidelines for ascenders/descenders</p>
<p style="text-align: center;">Stage 4 (Guide: Years 5 and 6)</p>	<p>Continue to practise producing a cursive joined style of writing; progression to include not having guidelines for ascenders/descenders</p> <p>Focus on all forms of presentation skills and application of handwriting style</p>	<p>Pencil for writing until pen licence achieved</p>

The chart above refers to the school's desired progression, but recognises that this may be difficult to achieve for some older children who have not had full exposure to the teaching of a cursive handwriting style. However, the style should be encouraged and practise time given.

It is important that the children see the school's preferred handwriting style in as many situations as possible. This may include resources such as name cards, work trays, class labels etc. as well as Class teachers and Teaching/Learning Support Assistants modelling the handwriting style when appropriate, e.g. scribing ideas in guided writing.