Assessment for Learning - Pupil Marking, Feedback and Presentation Policy

At Ranelagh, we believe that the marking of pupils' work should provide excellent opportunities to ensure that pupils are well motivated, have good self-esteem and clear direction.

Our marking and feedback aims to:
- Allow pupils to see the quality of their work.
- Show recognition of excellence.
- Provide a diagnostic, age appropriate analysis of the level of the pupils' understanding and achievements.
- Be POSITIVE – when the work reflects the child's best attempt, honest, up-to-date and consistent.
- Be marked against specific learning intentions and provide guidance on how pupils can be moved on to the next stage of development.
- Allow pupils an opportunity to reflect upon the marking, respond to the comments and correct their work as part of the process.
- The marking should be succinct, yet effect the learning
- When marking foundation subjects it is important to think about the understanding of the subject area and not solely the development of English skills.

Procedures

An agreed system for marking written work, giving feedback and methods for recording is outlined in Appendix 1.

At Ranelagh, when marking a piece of pupils' work, we should be looking at:

- Content and correctness, in line with the session's success criteria.
- Presentation in line with the school's handwriting style and overall neatness.
- The child's individual targets.
- Originality.
- Marking should always be in line with the learning objective and determined success criteria.

When marking, teachers must use their professional judgement with regard to how many mistakes should be corrected for individual children.

Marking incorrect work

- Although work will have a clear focus to mark against, it is essential that basic and consistent punctuation and spelling errors are addressed. A self-checking and peer marking routine is vital if consistent errors are to be avoided.
- Children should always be encouraged to set out work neatly with good handwriting and proper formation of letters. Written work which is copied incorrectly from cards, books or the board must be corrected (re-written) by the pupil. Letters and numbers formed incorrectly must be corrected and practised.

- Early writers (in all year groups) need to see the teacher model a part of their work with clear emphasis on the correct punctuation and spelling. Children may write this underneath as additional pencil control practise.
- Children should be encouraged to re-draft their work in writing to improve standards, reinforce understanding or for display purposes.
- Any written work for display should be corrected and re-written to ensure that it is the child's best work and that all spelling, punctuation and grammar are appropriate to the child's age. Where children are emergent writers, words may be phonetically spelt. At key stage 2 all display work must be redrafted until as accurate as possible.

Assessment for Learning - Feedback on Learning

Sharing learning objectives and success criteria:

- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- Plenaries should be used to assess the children's learning using school self-assessment procedures.
- Children should be encouraged to assess their work ahead of final marking, referring to success criteria within mini-plenaries at appropriate times during the lesson. This can remind children of their learning targets, or suggest common checks to perform and to self-reflect at each step of the learning process.
- In addition, the children could indicate where they think a particular target has been achieved. A partner might also check on their behalf, before the work is handed in, that a particular target has been met.

Oral and written feedback:

- Oral feedback should be carried out as often as possible especially for younger children.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Marking will be done before the next lesson in that subject where possible.

Peer and self-assessment:

- Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback can be given through peer assessment.
- Children should always be given the opportunity to improve their work through self analysis times at the end of the task.
- Children should be encouraged to self-evaluate.

Monitoring and Review

Marking is regularly monitored:
- The leadership team (LMT and SMT) through teaching and learning observations.
- The leadership team (LMT and SMT) during book audits.
- The subject leaders through planning and book audits.
- The teaching staff through phase book audits and peer assessment/moderation and CPD.

This policy is updated on a regular basis, so that we can take account of the changing nature of our practice.

<u>**Appendix 1**</u>

<u>**Teachers should give feedback:**</u>
- in red pen
- that models age-appropriate letter formation and handwriting
- written throughout the piece of work
- using age-appropriate comments related to Learning Objectives, targets and next steps to learning
- on spelling (underline and correct where appropriate particularly recurring errors or subject specific key vocabulary)
- that is positive but honest
- daily
- PPA cover and other non-class teachers (including students) must initial any work marked
- Reiterating the need for best work
- Using gold stars where good work can be celebrated

<u>**CSPs can give feedback:**</u>
- using black pen

<u>**Presentation**</u>

The title should be:
- short and child friendly
- written at the top of work underneath the date

Children should:
- look at the teacher's comment at the start of independent work (and during the morning time between 8.40 and registration) and if a response is necessary, respond to the comment in a green pen.
- write the date starting at the left hand side
- use a pencil and a ruler for diagrams, pictures, shapes tables and graphs
- put a neat line through mistakes or brackets around larger errors – avoid rubbers
- be encouraged to show working even if wrong
- begin a new piece of work with date and title, after underlining the previous piece
- use the long date in English, Science and foundation subjects
- use the short date in maths, phonics books and sketch books
- Marking in phonics should pick up on misconceptions. When the children are off-phonics, the marking should demonstrate how the child needs to progress.
- use pencil for maths irrespective of whether they are permitted to write in pen
- write in blue ink in Key Stage 2 or earlier when handwriting is deemed to be consistently fluent and legible
- use a green pen for editing in KS2
- write against the margin if present
- use one box per digit in numeracy
- join their handwriting in Key Stage 2 or earlier when handwriting is deemed to be consistently accurate.

<u>**Recording Methods**</u>

- across the week use a variety of recording methods, e.g. ICT, photos, displays, where possible avoid worksheets
- if work sheets are used, e.g. time, ensure they are cut carefully to fit books and are stuck in neatly
- children do not have to record in books every lesson but it is expected that as a minimum three pieces of English and Maths are recorded each week; one piece of science and one photo of SC1; two pieces of Ranelagh Curriculum, one of which is a sustained piece of writing. For RE 3 pieces per half term and Spanish should have 2 pieces of written pieces per half term.