



Presentation, Marking & Feedback Policy

Review frequency: Annually

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Approved by: N Bridges & S Leach



Robin Hood Primary School
Feedback, Marking & Presentation Policy
(2022-23)

Introduction

“Quality feedback is the single most powerful factor in pupils making progress in their learning.”

At Robin Hood Primary school we aim to standardise the feedback and marking throughout the school and create common practices and attitudes when responding to children’s work. When making any kind of response it is important to consider what we hope a child will learn from it. **Wherever possible, work is marked with the child present in order for comments to be discussed, and individual targets to be set or monitored.** There are certain strategies which are common to all year groups for both presentation and marking, and strategies which are specific to KS1 and KS2. This ensures continuity and progression throughout the school.

Type of Response

A response to a child’s work, behaviour or actions may be:

- Oral
- Written
- Demonstrative

In the nursery, responses mostly take the form of oral or demonstrative responses.

“Much of the best feedback is verbal and develops from informal observations whilst pupils are working.”

Staff are encouraged to monitor their own marking and reflect on the feedback they offer pupils they teach. The feedback given should ensure that the pupil makes progress in their learning. It should essentially “Praise and Prompt” the learner:

Praise reinforces specific, positive learning behaviours that have been demonstrated independently by the pupil. Praise lets the pupil know what he / she needs to do again or has achieved. **Praise must be specific** and genuine – not just “good” or “well done”.

Prompts are designed to develop specific, positive learning behaviours and identify next steps that the child is not currently doing independently. The prompt could also be in the form of a question.

Both praise and prompts need to be short and to the point.

We expect to see a range of the following strategies used consistently across the school:

- Positive praise which motivates the learner (written / use of smiley face / stickers or verbal)
- A **simple** and **specific** target to ensure the child’s learning “moves on” This will be laid out as follows:

In KS1 these should be in the form of:

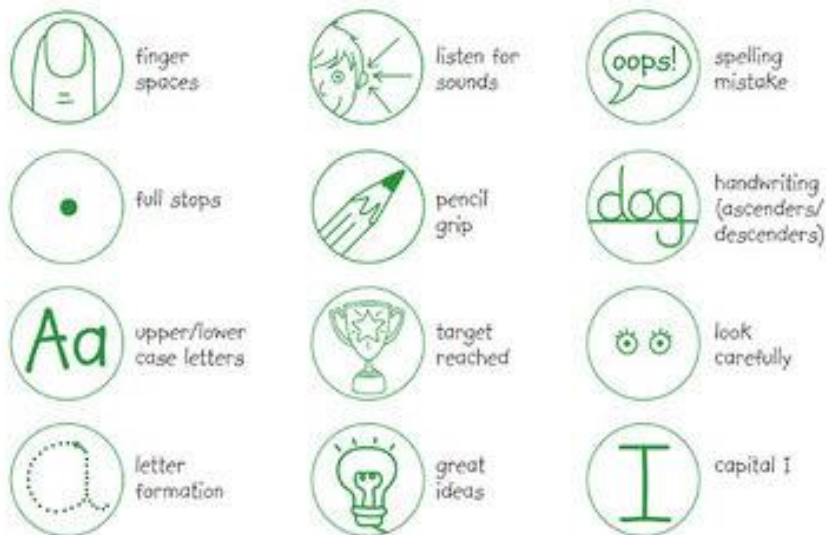


In KS2 these should be in the form of:



- To **emphasise and support written feedback**, we will use highlighter colours. A green highlighter shall be used to pick out work which shows either an improvement on previous learning or work which has met the learning objective / success criteria for the lesson. (i.e. areas in which they are aiming high.) This can be done throughout a written piece of work / or highlight a learning objective at the top of a page. A pink highlighter will be used to pick out where the work has NOT met the learning objective or the success criteria or a key point which needs to be developed. At times, there should be a prompt for the child to self-correct their work in the following lesson.
- BLUE HIGHLIGHTER will be used where work is assessed formatively to be of a GD standard.
- Evidence of **instant** feedback / marking with a child (marked with a V for verbal feedback)
- Future planning of teaching and learning activities is adapted to ensure next steps identified and made clear to pupils through the marking and feedback are modelled and taught explicitly.
- **Questions** are used in written and verbal feedback to assess learning and challenge as appropriate.
- **Children are given time to read / act on feedback.** Pupils in KS2 will be encouraged to respond to written feedback from their teacher with a **green responder pen**. They will also initial the teacher comments
- KS1 may use “pedagog” stamps for visual marking symbols.

Target Stamps for Key Stage 1



- Teachers will use a consistent code of marking English and Maths:

English:

Sp = spelling mistake

○ = error/something missing

// = new paragraph needed

S = Supported SM = Self Marked

V = Verbal feedback given

 = next steps

Maths:

✓ = correct . = incorrect

S = Supported SM = Self Marked

V = Verbal feedback given

 = next steps

- Bricks that are part of the success criteria should be ticked at the top of the page if achieved. If the child is still working towards the brick, a **pink arrow**  should be marked next to the brick
- In Maths the objective should be **highlighted in green** if the pupil has achieved it. If the child is still working towards the objective, a **pink arrow**  should be marked next to the objective
- In Maths, a pink arrow which challenges thinking and moves learning forward should be evident in books once a week.
- In English, when 'light' marking takes place e.g. SPAG activity, the objective should be **highlighted in green** if the pupil has achieved it. If the child is still working towards the objective, a **pink arrow**  should be marked next to the objective.

Presentation Guidelines

- All books and folders will have a sticker with the child's name, class and subject
- Children should not write, draw, colour in or deface the front cover in any way
- All work is dated (long date in English and short date in Maths)
- Learning objective (typed or written) or brick should be at the top of the page
- Children in KS1 shouldn't use rubbers until they have been taught how to do this without spoiling work, but the teacher may rub out for the child
- Any mistakes are crossed out by a single line
- In Maths incorrectly written numbers should be corrected and practised at the end of the work
- Work in books is always in pencil (unless the child has a 'Pen Licence')
- Handwriting pens/ felt tips/gel pens may be used for display work
- Handwriting should follow the handwriting guidance for joins and letter formation
- Space is used in books wisely
- In Maths (where possible), I can sheets should be printed on a slim sheet and stuck on the left of the page so that pupils use the squares on the right of the page to write their answers

- Presentation guidelines (along with brick walls and handwriting joins) are stuck on the inside cover of English and Maths books:

KS1

Presentation Guidelines:	Maths: KS1															
D —SHORT Date	Write in pencil															
U - Underline	Write each digit in a square as shown below:															
M —Miss a Line	<table border="1"> <tr> <td>1)</td> <td></td> <td>4</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>+</td> <td>7</td> <td>6</td> <td></td> </tr> <tr> <td></td> <td>1</td> <td>1</td> <td>9</td> <td></td> </tr> </table>	1)		4	3			+	7	6			1	1	9	
1)		4	3													
	+	7	6													
	1	1	9													
T —Title																
U —Underline																
M —Miss a Line																
TAKE PRIDE IN YOUR WORK!	Green highlighter = great work!															
Make sure digits are written clearly!	Pink highlighter = next time you need to...															
0 1 2 3 4 5 6 7 8 9																
Mistakes are great—all successful learners make them!																
Cross them out with a single ruled line.																
																

Presentation Guidelines:	Writing: KS1
D —Date	Letter should be correctly formed and follow the schools Handwriting policy.
U - Underline	
M —Miss a Line	My writing makes sense. 
T —Title	Key words are spelt correctly. 
U —Underline	I have used full stops. 
M —Miss a Line	I have used capital letters. 
TAKE PRIDE IN YOUR WORK!	I have used finger spaces. 
Mistakes are great—all successful learners make them!	
Cross them out with a single ruled line.	
Green highlighter = great work!	
Pink highlighter = next time...	
	

KS2

Presentation Guidelines:	Maths: KS2															
D —SHORT Date	Write in pencil															
U - Underline	Write each digit in a square as shown below:															
M —Miss a Line	<table border="1"> <tr> <td>1)</td> <td></td> <td>4</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>+</td> <td>7</td> <td>6</td> <td></td> </tr> <tr> <td></td> <td>1</td> <td>1</td> <td>9</td> <td></td> </tr> </table>	1)		4	3			+	7	6			1	1	9	
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T —Title																
U —Underline																
M —Miss a Line																
PRIDE	A green highlighter shall be used to pick out work which shows either an improvement on previous learning or work which has met the learning objective for the lesson.															
HIGH EXPECTATIONS	A pink highlighter will be used to pick out mistakes and corrections.															
CONSISTENCY	Your teacher will ask you to REFLECT & RESPOND to feedback with a green responder pen!															
Make sure digits are written clearly!																
0 1 2 3 4 5 6 7 8 9																
Mistakes are great—all successful learners make them!																
Cross them out with a single ruled line.																
																

Presentation Guidelines:	English: KS2
D —Date	Handwriting should be joined, fluent and legible.
U - Underline	By the end of Year 3, all children will be expected to have their pen licence.
M —Miss a Line	Capital letters should be used accurately: beginning of sentences / proper nouns.
T —Title	Spelling Corrections:
U —Underline	Marked with a sp and rewritten x3 correctly. Expectation of correctly written key non-negotiable spellings according to year group.
M —Miss a Line	A green highlighter shall be used to pick out work which shows either an improvement on previous learning or work which has met the learning objective for the lesson.
PRIDE	A pink highlighter will be used to pick out a key point which needs to be developed.
HIGH EXPECTATIONS	
CONSISTENCY	
Write ON the line. Start at the MARGIN.	
Mistakes are great—all successful learners make them!	
Cross them out with a single ruled line.	
REFLECT & RESPOND to feedback with a green responder pen!	
	

Brick Walls

- Each child has an individual brick wall in English and Maths books which is stuck into the front inside cover of their English and Maths book. The class teacher will highlight bricks (using the corresponding colours below) they have a secure grasp of
- Brick walls should be kept updated throughout the year to reflect pupils' level of understanding of each brick



Autumn Term



Spring Term



Summer Term

FEEDBACK IN FOUNDATION SUBJECTS:

Effective feedback in foundation subjects is focussed on the subject content and skills of the subject which will support the learner make good progress in that subject discipline.

Written work must be acknowledged in Project Books across the school. This supports the learner feeling a sense of pride in the written / formal outcome of their learning.