



## ***Marking, Feedback, Target Setting and Presentation Policy 2021***

***In accordance with our school vision of 'We live life in all its fullness', we believe that the purpose of marking and feedback is to move children's learning forward, showing individuals the strengths and weaknesses in their work. Marking and feedback also shows children how well they have met or are working towards the lesson objective for the session and their own personal targets.***

We also believe that in order to achieve our school vision, marking should not cause an unnecessary burden on our teachers, whose time is better spent engaging with children and planning challenging learning tasks.

At Torre, we have put together a clear and simple approach to marking that can be understood by children, parents and staff members.

We have agreed that at the start of each session (where appropriate), children will look back at their work from the previous session to look at how well the written work showed progress towards the learning focus. Children also have time to think about what they have to do to move their learning forward.

Children will have the learning question displayed at the top of a piece of work, as they progress through the school. This can be written by the children where appropriate. Any marking will then refer to the learning question and success criteria. (Lower School have their learning question shared in an age appropriate way). The date is also recorded at the top of each new day's work, the short date in maths and the long date at all other times.

When recorded work is marked across the curriculum, the learning question is 'spotted' using the following codes:

- Green – objective achieved
- Orange – objective partially achieved
- Pink – objective not achieved.

Wherever possible, books will be looked at with the children during the lesson, at the point of learning. This will enable children to improve their work immediately and for teachers to address misconceptions at the point of working. This approach is much more meaningful for children and reduces teacher workload.

### **Writing (Lower School)**

*In Lower School, writing / mark making opportunities are given through our continuous provision environment. These writing or mark making tasks may be documented on Tapestry for those children that choose to take part in the task.*

*In Aquarium classes (Reception and Year 1) we teach writing through a variety of ways:*

- A continuous provision task will be designated to writing each week, with a writing station within our environments.
- Writing is also taught in Read, Write Inc Phonics sessions depending on the level of the group.
- Year 1s have a further specific writing session each day with their class teacher. This is sentence structure based and addresses the year 1 curriculum.
- Half termly, a more formal writing session will take place to be used as assessment in writing. Writing targets will be set from this opportunity.

Where these writing tasks are in writing books, they will begin with a learning question which will be marked with a pink, green or orange dot to assess whether they have achieved the learning objective. A green success will be highlighted and a pink next step or target will be highlighted. The stampers will be used to communicate these successes and next steps. Tapestry will also be used, when appropriate, to evidence a child's learning in writing.

### **Writing (Year 2)**

**N.B there are times throughout the year where the traditional storytelling sequence will not be adopted and other strategies will be used – such as Bob Cox and Let's Think in English.**

*Week 1 (imitation)* – any recorded work in the children's books will have the learning question 'spotted'.

*Week 2 (innovation)* – The learning question will be spotted and during the writing process, children will be conferenced with / given feedback to improve their piece of writing. Where this is not possible, a 'pink' next step will be identified (in the form of a stamp or written comment). The wish is expected to be applied during the invention. Green highlight in the piece of work may be used to identify successes and one or two spellings will be written in pink for the children to respond to.

*Week 3 (invention) / assessment pieces (during other sequences of work)*–Green highlights and a pink growth comment / stamp which should relate to the wish from the previous innovation. This growth comment will be acted on during their next piece of writing.

Wish marking may relate to the child's current target and/or the wish on the previous innovation. Pupils are encouraged to remind themselves of their targets and previous 'wish' before beginning a new piece of writing.

Stampers are used – see attached sheet for further details.

During all stages of writing, staff are encouraged to provide feedback during the lesson or task, therefore limiting the amount of comments written in books and increasing the amount of oral feedback happening in lessons.

### **Writing (Key Stage 2)**

**N.B there are times throughout the year where the traditional storytelling sequence will not be adopted and other strategies will be used – such as Bob Cox and Let's Think in English.**

*Week 1 (imitation)/ assessment pieces*– any recorded work in the children's books will have the learning question 'spotted'.

*Week 2 (innovation)* – at the end of the innovation week, teachers will assess children using a grid grouping method to address successes in writing, next steps, target areas and misconceptions. Children will then see this grid and act upon this. A greater depth section will be used on this grid to address greater depth next steps. A section of their work will be underlined in green to celebrate successes and

incorrect spellings will be identified in pink. Spellings identified as pink will either be corrected by the teacher or the children will be expected to self correct.

*Week 3 (invention)*- Green highlights and a pink growth comment which should relate to the wish from the previous innovation. This growth comment will be acted on during their next piece of writing. It could be that the growth comment is given verbally to the children in the lesson whilst conferenced.

Targets are identified as part of the assessment process (see assessment policy). A new area of focus will be identified to move a pupil on to the next 'Golden Code' displayed in the front cover of each child's English book. Statements that have been achieved are high-lighted and the current target is circled and dated. Pupils are aware of their targets and they are also shared with parents at parent teacher consultation evenings.

During all stages of writing, staff are encouraged to provide feedback during the lesson or task, therefore limiting the amount of comments written in books and increasing the amount of oral feedback happening in lessons.

### **Maths**

Teachers use learning questions throughout the unit and do not put these at the beginning.

At the end of a piece of work, if learning at greater depth has been seen, the letters GD will be written at the end of the piece of work and circled.

A short 'elicitation task' at the beginning of a block covering what is about to be taught is completed and stuck in the book. Year 1-4 will use giggle sheets and year 5 and 6 will provide elicitation questions / activities. This is differentiated for those with special educational needs or could be supported by an adult. The outcome of this elicitation task then directly informs the block of teaching. In year 1-4; at the end of the block, the task is repeated to demonstrate progress.

Correct answers in maths will be ticked and errors will be marked by a pink dot. To reduce teacher workload, teachers may choose to highlight the learning question and dot wrong answers, rather than ticking each correct answer.

Maths in Reception is similar to the above; assessment tasks will take place at the beginning and end of a unit, however these won't always be recorded by the children, but a task completed with the teacher. Where work is recorded, the same marking and feedback guidelines above will be adhered to. Work will be posted on Tapestry to show children's learning journeys.

### **Across all subjects**

Children are given the chance to consolidate their knowledge, prove their understanding and given an opportunity to extend their understanding, as well as rectifying any mistakes.

Reasoning will be evidenced using speech bubbles; when able, children will be given a speech bubble to explain their reasoning for a task.

- A range of stampers are used across the school. For example:
  - Innovation
  - Invention
  - Supported
  - Guided
  - See your teacher
  - Conference

- o Verbal feedback
- o Pedagog's stampers KS1 and EYFS

**Spelling – the following applies across the curriculum in all subject areas.**

Not all errors will be marked. Words the child should know how to spell will be underlined in pink high-lighter. Time will be provided for the child to re-visit his/her errors in order to self-correct the word. Words which the child is not expected to be able to spell that have been spelled incorrectly will be under-lined in pink and the correct spelling will be written above the child's attempt.

**Marking symbols used in Year 2 upwards:**

- o Pink – not achieved / errors
- o Orange – partially achieved
- o Green – achieved  
(In the EYFS these colours are not used on the children's creations, instead they are used on teacher assessment and tracking documents.)
- o Symbols – to be used throughout a piece of work:
  - √ Correct answer
  - An error will be underlined
  - . Look again
  - // New paragraph (Key Stage 2)
  - Punctuation error  
Drawn around a misplaced capital or lower case letter
  - ? Shows if something does not make sense (Key Stage 2)
  - ^ Omission (Key Stage 2)
  - T Incorrect use of tense

**Writing implements**

Pupils are expected to record all maths work in pencil.

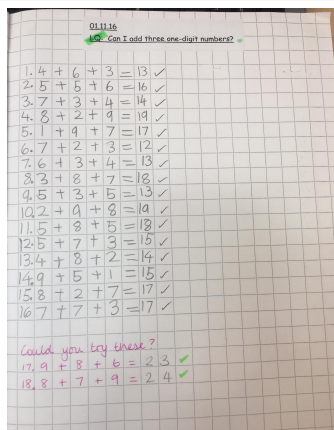
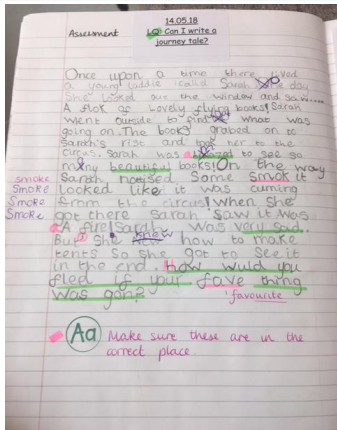
In all other subjects, pupils write in pencil until they achieve their 'Pen License' in the latter parts of year 2 or year 3. The Pen License is awarded when pupils can demonstrate that they take pride in the presentation of their work.

Pens should be black in colour and fibre tipped. **Biros may not be used.**

Purple pens are used for editing.

MARKING AND FEEDBACK GUIDANCE (KS1)	
1.	<b>Learning questions:</b> Using our learning question stickers, the LQ and date will be presented with the date at the top of the sticker and the LQ underneath. This will be centred in the middle of the sticker and underlined. The short date will be used for Maths and the long date for other subjects.
2.	<b>When self-evaluating:</b>

	<ul style="list-style-type: none"> <li>✓ Ensure children have completed self-evaluation; green dot next to the LQ if they feel they have achieved the objective, and a pink dot if they feel they have not achieved or understood the objective. They may also use orange if they feel they need to continue working on this.</li> <li>✓ Responding to marking or editing will be completed in purple pen.</li> </ul>
3.	<b>Marking (pink and green);</b> <ul style="list-style-type: none"> <li>✓ Record how the child worked if not independently; using stamps when appropriate</li> <li>✓ Green ticks for 'correct', and pink dots for 'look at this again'</li> <li>✓ Green highlighting for positives and pink for targets/areas for improvement. Written comments must be purposeful for the child. These must be readable for pupils in KS1 so printing may be used instead of joining.</li> <li>✓ Marking stampers to be used where appropriate. Pink highlight on stampers where there is a target to be worked on. Marking stamper guidance is displayed in all KS1 class rooms.</li> <li>✓ LQs highlighted; pink highlighting where there is an area to be developed, and green highlighting where objective/s have been achieved. Orange may be used when a child has nearly achieved the task but needs to continue to work on this.</li> <li>✓ Some work may be peer-marked</li> <li>✓ Incorrect spellings will be marked in pink pen by underlining the word in pink highlighter and writing the incorrect word spelt correctly in the margin. Children will begin copying this spelling underneath in purple pen as they progress through KS1.</li> <li>✓ Where work is underlined in pink or green to show successes or next steps, the lines will be neatly presented; using a ruler if necessary.</li> </ul>
4.	<b>Responding to Marking:</b> <ul style="list-style-type: none"> <li>✓ Children will write their responses to marking and will complete editing tasks in purple pen.</li> </ul>
5.	<b>Targets (identified by child or teacher):</b> <ul style="list-style-type: none"> <li>✓ Targets will be displayed in the front of children's books</li> </ul>
6.	<b>Other general presentation guidelines:</b> <ul style="list-style-type: none"> <li>✓ When work is not completed directly into book, sheets are trimmed and stuck in the book tidily.</li> <li>✓ Stickers on the front of the books are stuck on straight and completed with neat writing. Pupils are not to mark the front of their books.</li> <li>✓ Where a book is numbered to show the ordering throughout the year, the number is written in black pen in the top right-hand corner of the book. This is presented small and tidily.</li> <li>✓ Pupils are encouraged to take responsibility for ensuring their book covers and work is well presented and neat.</li> </ul>
<b>Don't forget - allow children time to engage with the marking and time to respond.</b>	



<b>MARKING AND FEEDBACK GUIDANCE (Lower KS2)</b>	
1.	<b>Learning Questions:</b> <ul style="list-style-type: none"> <li>✓ In English and RWE, children will write their own date and LQ. This will be presented by writing the date above the learning question at the top of the page. If there is space on the page left from the previous piece</li> </ul>

	<p>of work, the work will be underlined and the next date and LQ will be written. This will also be underlined. The short date will be used in maths and the long date in English or other subjects. This will be written in the centre of the page.</p> <ul style="list-style-type: none"> <li>✓ Learning question labels may be used in maths, SOLE or science. These will be stuck in the centre of the page. The short date is to be used in maths.</li> </ul>
2.	<p><b>When self-evaluating:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure children have completed self-evaluation; <b>green</b> dot next to the LQ if they feel they have achieved the objective, and a <b>pink</b> dot if they feel they have not achieved or understood the objective. They may also use <b>orange</b> if they feel they need to continue working on this.</li> <li>✓ Responding to marking or editing will be completed in purple pen.</li> </ul>
3.	<p><b>Marking (pink and green);</b></p> <ul style="list-style-type: none"> <li>✓ If it isn't the class teacher marking write who is and high-light orange; TA (Teaching Assistant), ST (Supply Teacher), Stu (Student)</li> <li>✓ Record how the child worked if not independently; using stamps when appropriate – guided, supported, etc.</li> <li>✓ <b>Green</b> ticks for 'correct', and <b>pink</b> dots for 'look at this again'</li> <li>✓ <b>Green</b> comments for positives and <b>pink</b> comments for targets/areas for improvement. Written comments must be purposeful for the child. These must be written in joined, neat handwriting from year 2 upwards.</li> <li>✓ Where numbers are written in maths books, these will be within the box and presented well.</li> <li>✓ LQs highlighted; <b>pink</b> highlighting where there is an area to be developed, and <b>green</b> highlighting where objective/s have been achieved. <b>Orange</b> may be used when a child has nearly achieved the task but needs to continue to work on this.</li> <li>✓ Some work may be peer-marked</li> <li>✓ Incorrect spellings will be marked in pink pen by underlining the word in pink highlighter and writing the incorrect word spelt correctly in the margin.</li> <li>✓ Where work is underlined in pink or green to show successes or next steps, the lines will be neatly presented; using a ruler if necessary.</li> </ul>
4.	<p><b>Responding to Marking:</b></p> <ul style="list-style-type: none"> <li>✓ Children will write their responses to marking and will complete editing tasks in purple pen. Children will also write a spelling underneath a corrected spelling three times in purple pen.</li> </ul>
5.	<p><b>Targets (identified by child or teacher):</b></p> <ul style="list-style-type: none"> <li>✓ Targets will be displayed in the front of children's books for English.</li> </ul>
6.	<p><b>Other general presentation guidelines:</b></p> <ul style="list-style-type: none"> <li>✓ When work is not completed directly into book, sheets are trimmed and stuck in the book tidily.</li> <li>✓ Stickers on the front of the books are stuck on straight and completed with neat writing. Pupils are not to mark the front of their books.</li> <li>✓ Where a book is numbered to show the ordering throughout the year, the number is written in black pen in the top right-hand corner of the book. This is presented small and tidily.</li> <li>✓ Pupils are encouraged to take responsibility for ensuring their book covers and work is well presented and neat.</li> </ul>
<b>Don't forget - allow children time to engage with the marking and time to respond!</b>	

<b>MARKING AND FEEDBACK GUIDANCE (Upper KS2)</b>	
7.	<p><b>Learning Questions:</b></p> <ul style="list-style-type: none"> <li>✓ Children will write their own date and LQ. This will be presented by writing the date above the learning question at the top of the page. If there is space on the page left from the previous piece of work, the work will be underlined and the next date and LQ will be written. This will also be underlined. The short date will be used in maths and the long date in English or other subjects. This will be written next to the margin.</li> </ul>
8.	<p><b>When self-evaluating:</b></p>

	<ul style="list-style-type: none"> <li>✓ Ensure children have completed self-evaluation; <b>green</b> dot next to the LQ if they feel they have achieved the objective, and a <b>pink</b> dot if they feel they have not achieved or understood the objective. They may also use <b>orange</b> if they feel they need to continue working on this.</li> <li>✓ Responding to marking or editing will be completed in purple pen.</li> </ul>
9.	<p><b>Marking (pink and green);</b></p> <ul style="list-style-type: none"> <li>✓ If it isn't the class teacher marking write who is and high-light orange; TA (Teaching Assistant), ST (Supply Teacher), Stu (Student)</li> <li>✓ Record how the child worked if not independently; using stamps when appropriate – guided, supported, etc.</li> <li>✓ <b>Green</b> ticks for 'correct', and <b>pink</b> dots for 'look at this again'</li> <li>✓ <b>Green</b> comments for positives and <b>pink</b> comments for targets/areas for improvement. Written comments must be purposeful for the child. These must be written in joined, neat handwriting from year 2 upwards.</li> <li>✓ Where numbers are written in maths books, these will be within the box and presented well.</li> <li>✓ LQs highlighted; <b>pink</b> highlighting where there is an area to be developed, and <b>green</b> highlighting where objective/s have been achieved. <b>Orange</b> may be used when a child has nearly achieved the task but needs to continue to work on this.</li> <li>✓ Some work may be peer-marked</li> <li>✓ Incorrect spellings will be marked in pink pen by underlining the word in pink highlighter and writing the incorrect word spelt correctly in the margin.</li> <li>✓ Where work is underlined in pink or green to show successes or next steps, the lines will be neatly presented; using a ruler if necessary.</li> </ul>
10	<p><b>Responding to Marking:</b></p> <ul style="list-style-type: none"> <li>✓ Children will write their responses to marking and will complete editing tasks in purple pen. Children will also write a spelling underneath a corrected spelling three times in purple pen.</li> </ul>
11	<p><b>Targets (identified by child or teacher):</b></p> <ul style="list-style-type: none"> <li>✓ Targets will be displayed in the front of children's books</li> </ul>
12	<p><b>Other general presentation guidelines:</b></p> <ul style="list-style-type: none"> <li>✓ When work is not completed directly into book, sheets are trimmed and stuck in the book tidily.</li> <li>✓ Stickers on the front of the books are stuck on straight and completed with neat writing. Pupils are not to mark the front of their books.</li> <li>✓ Where a book is numbered to show the ordering throughout the year, the number is written in black pen in the top right-hand corner of the book. This is presented small and tidily.</li> <li>✓ Pupils are encouraged to take responsibility for ensuring their book covers and work is well presented and neat.</li> </ul>
<b>Don't forget - allow children time to engage with the marking and time to respond!</b>	

### EYFS (Nursery)

Although the children's work is not officially marked in the Nursery, there is an open dialogue between children and adults about how they have achieved the outcome and targets for the future. This information informs future activities, resources, teaching and planning. Nursery will be using the stamper system with their children to set targets and this will then be added to as the children move into Reception.

### Lower School (Nursery, Reception and Year 1)

The following prompt sheet is used by adults when marking writing in Reception...

#### **Marking writing in the EYFS and Year 1**

(All feedback is initially given verbally to the child)

When marking writing with children, think about and talk about the following...

- Can they verbally create a sentence?
- Can they segment and spell CVC words?
- Are they using their fingers to segment words?
- Have they used any full stops or capital letters?

- Can they write some of our star words?
- Can they hear the initial/final sounds of words?
- What is their letter to sound correspondence like?
- Are they forming letters correctly?
- Are they adding detail into their writing? (Adjectives/connectives etc)
- Can they read what they have written?
- Do they notice when something they have written does not make sense?

Below are some of the stampers we will use to show the children something they have done well (highlighted in green) and a wish (highlighted in pink) which is their individual target for their next piece of writing.



Hear all the sounds, use your fingers to chop up the word.



Finger Spaces



Can you read your writing? / Does it make sense?



Full stops

For a full range of stampers see individual teacher sets.

As children progress through Reception, and it becomes appropriate, some good aspects of the writing will be underlined in green.

The child will be asked what they have written and the sentence will be scribed by an adult underneath.