

The Friars Primary School  
Cannon Street  
Salford  
M7 3EU

# Standard of Presentation, Marking and Feedback Policy



**Happiness – Achievement – Respect - Determination**

Written by  
M.Earnshaw & A.Curtis  
Published: September 2020  
Review: September 2022

## 1. Relationship to Vision Statement, Mission Statement and Shared Values

- 1.1. This policy document relates to The Friars Primary School's vision statement and shared values:

The Friars Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This is underpinned by the shared values that will drive the work of the school: **happiness, achievement, respect** and **determination**.

- 1.2. Specifically, this policy supports our vision and shared values by:
- Ensuring that marking and feedback completed enables:
    - Staff to understand the achievement of children in the class and identify next steps in learning
  - Children to make progress across all areas of the curriculum through appropriate guidance and well planned learning sequences.

- 1.3. This policy document is also intended to support our mission statement:

The Friars Primary School provides a calm, nurturing and caring environment that helps *all* children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and **happy** environment, children are able to make progress and achieve their potential. At The Friars Primary School, we believe English and Mathematics are the backbone of children's academic success and **achievement**. Teaching and learning is based on accurate, reliable and timely information from assessment *of* learning and assessment *for* learning. Differences in learning are **respected** and our staff are **determined** to meet the needs of *all* children to promote high levels of **achievement**.

We are **determined** in driving our own school improvement, setting our own priorities and targets and recognising that, for the benefit of the children, we can always develop our policies and practices to maximise progress, **achievement** and wider outcomes. The leadership and management of the school put into place effective systems for quality-assurance and self-evaluation.

- 1.4. Specifically, this policy document relates to the following aspects of the mission statement:

- Children feel that the effort that they put in is valued and valuable.
- Children understand how they can learn and improve

- 1.5. This policy document also relates to the following aspects of promoting fundamental British values:

- Democracy:
- The Rule of Law:
- Individual Liberty:
- Mutual Respect:
- Tolerance of Those of Different Faiths and Beliefs:

## 2. Policy Aims

- 2.1. To define marking and feedback and ensure that staff are using these effectively; therefore increasing the impact upon the achievement of children. To ensure a consistent approach to marking and feedback across the school. To equip pupils with the skills of self & peer assessment and reflection.
- 2.2. Feedback is most effective when given during a learning activity. This policy therefore reflects that children are to be given feedback during a learning activity as much as possible.
- 2.3. Staff workload in relation to marking, is reduced in order that staff are able to spend their time more effectively, planning and resourcing lessons and sequences of learning that reflect the needs of the learners.
- 2.4. Detailed marking can be counter-intuitive for both teachers and children. This policy aims to reduce the expectations of written marking to be manageable and effective.

### 3. Presentation in Books

- 3.1. Presentation in books must be continually reinforced so that children are consistently meeting the expected standard
- 3.2. Dates learning objectives must be written at the top of the piece of work with a line in-between. They must be underlined with a ruled pencil line.
- 3.3. Children are to use blue handwriting pens in English and written curriculum areas once they are able to produce legible and fluent cursive handwriting. This is expected at the end of year 2, into the first term in year 3.
- 3.4. All mathematics work should be with a pencil.
- 3.5. The long date should be used in English and other curriculum areas. The short date should be used for maths.
- 3.6. The learning objective may be typed and stuck, or written for children in year 1 and 2, and sometimes typed onto worksheets, where appropriate, and should reflect the above expectations.

### 4. Mistakes

- 4.1. All spelling mistakes in LOs and Dates should be corrected by the child.
- 4.2. Mistakes in written work should be crossed out with one single line using a ruler.
- 4.3. Larger mistakes should be crossed out with one diagonal cross.
- 4.4. Rubbers should **only** be used in the case of correcting diagrams and pictures, **never** to rub out written work or incorrect calculations.

### 5. Outline of Procedures and Expectations of Marking and Feedback

- 5.1. The expectations of subjects will differ slightly; however, the aims and rationale will remain the same – To provide children with valuable feedback in order to increase their attainment.
- 5.2. The use of green and pink pen is to be used across the school, and across different subjects. Green pen will be used to make next step comments, areas for development and to signify error. Pink pen will be used for areas of strength and to signify accuracy or appropriate use. Pink pen can also be used for motivating comments if this is deemed that it will have an impact upon a child's learning.

## 6. Maths marking and feedback

- 6.1. Marking can take the form of teacher-marking, peer-marking or self-marking. A set quantity of each is not defined; however a guideline is 50% teacher, 25% peer, 25% self, with at least 1 piece of work per week marked in depth.
- 6.2. **An acknowledgement of work will be made for all pieces of work** but this can be in the forms outlined in 6.1
- 6.3. There is not an expectation to record a 'next step' challenge or a written dialogue between staff every day. It is likely that within a depth mark that this will include a 'next step' comment. The evidence of the feedback will be seen in the work that follows. Next step comments and corrections in green pen can be used if these will have an impact upon the learning of the child.
- 6.4. If a child has correctly answered a series of questions, there is no need to demonstrate this with a tick for each question. Instead look at the piece of work as a whole and decide whether it should be marked as GD for Greater Depth, A for Achieved, MA for Mostly Achieved, WT for Working Towards. These codes are against the individual learning objective, not a child's overall learning.
- 6.5. Challenges should be made available to children throughout the lesson who have achieved a learning goal. As a typical guideline, if a child has demonstrated a skill accurately 5-7 times, then they should access the challenges available. These should be labelled clearly as challenges.
- 6.6. Feedback can take the form of verbal feedback – including: conversation, models, shared practice and guidance – and in these instances, the code VF will be used. It is not necessary to record the conversation that has taken place. **The evidence of this feedback will be seen in the work that follows.**

## 7. Marking Codes

- 7.1. The following marking codes should be used, where appropriate, next to LOs using pink pen to identify the standard of work against the current LO


WT – Working Towards

MA – Mostly Achieved

A – Achieved

GD – Greater Depth

## 8. Marking codes for English and written work

<b>Date?</b>	Date is incorrect/incomplete
<b>LO?</b>	LO is incorrect/incomplete
<b>Underline</b>	Need to underline
	Omitted Capital Letter / Punctuation
//	New paragraph
^	Omitted word/phrase
sp. _____	Spelling mistake
? ~~~~~~	Does not make sense
<b>Written comments in green</b>	Children are to respond to this comment. This can take the form of the next lesson. The next lesson's activity/performance will be indication of this.
<b>Written comments in pink</b>	Positive comments and assessments against Learning Objectives / Standards
<b>VF</b>	Verbal feedback given. There is no need for further response. The next lesson's activity/performance will be indication of this.
<b>Highlighted/Underlined Green</b>	Area for improvement
<b>Highlighted/Underlined Pink</b>	Area of strength

## 9. Extended Writing

- 9.1. **Toolkits/Marking Ladders** should be created and used for every piece of extended writing and, as much as possible, make reference to the year-group-related National Curriculum statements.
- 9.2. Pink comments should be related to year-group-related National Curriculum statements.
- 9.3. Children should self-assess using the toolkit/marking ladder and tick this in the 'Self-assessment' column using a yellow highlighter. Children can also use the yellow highlighters to identify areas of strength in their writing before the teacher marks.
- 9.4. Children must be given time to read and understand Green comments although there is no explicit need to respond to every comment. **The evidence of this feedback will be seen in the work that follows.**