



Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

Jubilee Square, Buckingham Park.
Aylesbury, Buckinghamshire. HP19 9DZ

Email: office@buckinghampark.org
Web: www.buckinghampark.org

School Policy Document

Marking, Feedback and Presentation Policy

Date Adopted by Full Governing board:	Click here to enter a date.
Last reviewed on:	Click here to enter a date.
Next review due by:	Click here to enter a date.

Introduction

Buckingham Park Church of England Combined School is a Voluntary Aided School serving the whole community. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

Our curriculum policies are set to ensure that we meet our learning aims:

- Each child makes sustained progress as a result of outstanding, motivating and inspirational teaching.
- The teaching of reading, writing and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

At BP, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. Feedback and marking must:

- be consistent across the whole school and key stage, as appropriate;
- relate to the learning objective and success criteria (where relevant); and
- support the children in identifying, practising and achieving their next steps.

Intent

We use feedback in order to give children constructive advice on the quality of their work and their next steps in learning. Effective feedback should further children's learning by:

- providing information to inform planning;
- monitoring children's attainment and progress;
- valuing children's achievements and successes;
- correcting errors to address misunderstandings within the lesson or in the next appropriate lesson;
- empowering children to become independent learners - self-evaluating their own and editing other's work.

Key Principles

Our principles are in line with the Education Endowment Foundation's (EEF) recommendations, and those of the DfE's expert group which emphasises that marking should:

- Be **meaningful**: marking will vary by the age of the child, subject, expected outcome, and what works best for the particular child in relation to the learning.
- Be **manageable**: marking will vary in frequency and complexity and should be time-effective so as not to impact on the overall workload of teachers and teaching assistants.
- Be **motivating**: marking should help to motivate pupils to progress. Sometimes short, challenging comments or constructive verbal feedback can further learning more effectively than in-depth written comments. Effective feedback will empower children, not the adults, to take responsibility for improving their work.

Implementation – Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback and marking *during* the lesson

During most lessons, the teacher will be working with identified focus groups and a teaching assistant may also be working with a group or individual as specified on planning documents.

Children write a learning objective for each piece of work (with the exception of Early Years and KS1, where printed learning objectives are an option depending on the activity).

Whenever support is given by an adult, a simple 'stick man' is drawn: Purple stick man – teacher; Black stick man - teaching assistant.

In guided group work, adults will write GG in black or purple pen to show guidance has been given. Evidence of editing and improvements by the children will be shown using green pen.

Feedback and marking *after* the lesson

For children not included in guided group sessions, the teacher should check the work and decide whether it meets the expectation, does not meet the expectation, or exceeds the expectation.

Marking should be recorded in the following ways:

- If the outcome has met the teacher's expectations, the teacher acknowledges the child's work and efforts with a 'green star' next to the learning objective. They are ready for a further challenge
- If the outcome has met the teacher's expectations, but they have a few minor corrections to make, the teacher draws a straight face and highlights in pink a maximum of 3 errors for improvements with a code or explanatory comment to indicate the target areas.
- If the outcome has not met the teacher's expectations the teacher acknowledges this with a purple star next to the learning objective and a short comment that signifies what the child needs further guidance with. Additional support will be annotated on planning documents.
- Teachers can use a green highlighter to highlight specific elements of a pupil's work that are particularly impressive
- Teacher assistants are expected to feedback from any children they have worked with during a lesson. This up to teacher's discretion to decide how this will work in practice.

Next steps

At the start of the next lesson children should be given time to reflect on and respond to written feedback.

Children with a 'green star' should be given the opportunity to complete a further challenge independently. This could be linked to their individual targets or an opportunity to explore the learning that is coming in the next lesson.

Children with a 'straight face' should be rectifying the minor errors that have been identified using their green pen.

Children with a 'purple star' will be working with an adult to address the misunderstanding before moving on to the next lesson. Teachers should annotate weekly plans using children's initials to show those who *haven't* met the learning outcomes.

Marking Home Learning

Where possible, home learning will be discussed with children and therefore it may not always be 'marked' formally. Home learning may be marked together in class at the beginning or end of a lesson. Although there is no expectation to mark home learning, the stamps should be used across the school to acknowledge the completion of homework and efforts made and misunderstanding should be followed up with verbal feedback.

Other Adults

- Visiting supply teachers (including those in-school cover teachers) will follow this marking policy and add their initials next to the Learning Objective to signify a change in teacher.
- Student teachers should also follow this policy.
- Work experience students are not expected to mark work.

Presentation non-negotiables

- Presentation is neat and in line with handwriting and presentation policy
- Presentation guidelines are attached to the inside cover of English books
- Presentation guidelines are attached to the inside cover of Maths books
- The schools vision of “excellence” is demonstrated in the way in which the children take pride in their work and take care of their books




Appendices to this policy

- Presentation guidelines - Year 1 (to be printed and stuck on inside front cover in relevant exercise books)
 - Presentation guidelines – Year 2 (to be printed and stuck on inside front cover in relevant exercise books)
 - Presentation guidelines – KS2 (to be printed and stuck on inside front cover in relevant exercise books)
 - Quick glance guide for children KS1 – must be printed and on display in the classroom
 - Quick glance guide for adults KS1 – to be shared with all adults
 - Quick glance guide for children KS2 – must be printed and on display in the classroom
 - Quick glance guide for adults KS2 – to be shared with all adults
-

Appendices




Presentation Guidelines Year 1 – Written Work

- Use a writing pencil
- Start each new line of writing on the left-hand side next to the **red** margin
- Take care to form your letters correctly, starting and finishing in the right place
- Think about the size of your letters
- Use finger spaces between words
- If you make a mistake, rub it out or cross it through neatly
- Edit your writing using a **green** pen. Your teacher will help you with this

Checking and Feedback Reminders:			
	Purple star stamp – My teacher needs to speak to me about my work.		
	Green star stamp – I have met the learning objective for the lesson.		
highlight	My teacher is particularly impressed with this bit!		
highlight	My teacher has identified some errors that need my attention.		
	Purple = My teacher has marked my work.	Black = My teaching assistant has marked my work.	Green = I have edited or marked my own work.

Presentation Guidelines Year 1– Mathematics

- Use a writing pencil
- Form numbers correctly, starting and finishing in the right place
- Check your numbers are facing in the correct direction
- Show your working out
- If you make a mistake, rub it out or cross through neatly

Checking and Feedback Reminders:			
	Purple star stamp – My teacher needs to speak to me about my work.		
	Green star stamp – I have met the learning objective for the lesson.		
highlight	My teacher is particularly impressed with this bit!		
highlight	My teacher has identified some errors that need my attention.		
	Purple = My teacher has marked my work.	Black = My teaching assistant has marked my work.	Green = I have edited or marked my own work.

Presentation Guidelines Year 2 – Written Work

- Use a writing pencil
- Start each new line of writing on the left-hand side next to the **red** margin
- Take care to form your letters correctly, starting and finishing in the correct place. Think about the size of your letters
- Use finger spaces between words
- If you make a mistake, rub it out or cross it through neatly
- Edit your writing using a **green** pen. Your teacher will help you with this




In Year 2 we are working towards:

- Writing the long date in words
- Underlining the date using a ruler
- Leaving a line and then writing the learning objective (LO)
- Underlining the learning objective using a ruler
- Missing a line and then starting our writing

Tuesday 6th September 2022

LO: To use adjectives to describe a noun

the magnificent, magical moon.

Checking and Feedback Reminders:		
	Purple star stamp – My teacher needs to speak to me about my work.	
	Green star stamp – I have met the learning objective for the lesson.	
highlight	My teacher is particularly impressed with this bit!	
highlight	My teacher has identified some errors that need my attention.	
	Purple = My teacher has marked my work.	Black = My teaching assistant has marked my work.
		Green = I have edited or marked my own work.




Presentation Guidelines Year 2 – Mathematics

- Use a writing pencil
- Form numbers correctly, starting and finishing in the right place
- Check your numbers are facing in the correct direction
- Write one number (digit) or symbol in each square
- Show your working out
- If you make a mistake, rub it out or cross through neatly with a single line

In Year 2 we are working towards:

- Writing the short date and underlining it using a ruler
- Writing the learning objective (LO) and underlining it with a ruler
- Numbering each question or calculation carefully




	<u>0</u>	<u>6</u>	<u>.</u>	<u>0</u>	<u>9</u>	<u>.</u>	<u>2</u>	<u>2</u>											
	<u>LO: To add numbers with up to three digits</u>																		
1)		3	5	+	2	2	=	5	8										
2)			3	5	6														
		+		6	3														
			4	1	9														
			1																

Checking and Feedback Reminders:		
	Purple star stamp – My teacher needs to speak to me about my work.	
	Green star stamp – I have met the learning objective for the lesson.	
highlight	My teacher is particularly impressed with this bit!	
highlight	My teacher has identified some errors that need my attention.	
	Purple = My teacher has marked my work.	Black = My teaching assistant has marked my work.
		Green = I have edited or marked my own work.

Presentation Guidelines KS2 – Written Work

- Use a writing pencil
- Leave a line underneath your last piece of work. If on a new page leave the top line clear
- Write the long date in words
- Underline the date using a ruler
- Leave a line and then write the learning objective (LO)
- Underline the learning objective using a ruler
- Miss a line and then start your writing
- Start each new line on the left-hand side next to the margin
- Question numbers should be written in the margin
- Take care to form lower-case letters correctly. Remember to start and finish in the correct place
- Keep writing on the line and think about the size of your letters
- Use finger spaces between words
- If you make a mistake, rub it out or cross through with a single straight line
- Edit your writing using a **green** pen. Your teacher will help you with this




	<u>Tuesday 6th September 2022</u>
1.	<u>LO: To use adjectives to describe a noun</u>
	the magnificent, magical moon.

Checking and Feedback Reminders:		
	Purple star stamp – My teacher needs to speak to me about my work.	
	Green star stamp – I have met the learning objective for the lesson.	
highlight	My teacher is particularly impressed with this bit!	
highlight	My teacher has identified some errors that need my attention.	
	Purple = My teacher has marked my work.	Black = My teaching assistant has marked my work.
		Green = I have edited or marked my own work.

Presentation Guidelines KS2 – Mathematics

- Use a writing pencil
- Leave a space underneath your last piece of work
- Write the short date and underline using a ruler
- Leave a blank row of squares and then write the learning objective (LO). Underline with a ruler
- Number each question or calculation carefully, leaving a finger space before showing your working out
- Form numbers correctly, starting and finishing in the right place. Check your numbers are facing in the correct direction
- Write one number (digit) or symbol in each square – **this is important!**
- Show your working out
- If you make a mistake, rub it out or cross through with a single line
- Leave a blank row of squares between each question
- Correct your work using a **green** pen. Your teacher will help you with this

0	6	.	0	9	.	2	2											
<u>LO: To add numbers with up to three digits</u>																		
1)			3	5	+	2	2	=	5	8								
2)				3		5	6											
			+			6	3											
				4		1	9											
				1														
3)			3	6	+	4	=	4	0									

Checking and Feedback Reminders:		
	Purple star stamp – My teacher needs to speak to me about my work.	
	Green star stamp – I have met the learning objective for the lesson.	
highlight	My teacher is particularly impressed with this bit!	
highlight	My teacher has identified some errors that need my attention.	
	Purple = My teacher has marked my work.	Black = Our teaching assistant has marked my work.
		Green = I have edited or marked my own work.

KS1 - Quick Glance Guide for Adults

Working with a Teacher



A purple 'stick man' drawn to show support has been given. During the session, the teacher may annotate pupils' books to reflect any intervention or support given.
If you are working with a guided group annotate with 'GG'.

Teachers should always mark in purple ink/cover teachers should also add their initials.

Working with a Teaching Assistant



A black 'stick man' drawn to show support has been given by the TA. During the session, the TA may annotate pupils' books to reflect any intervention or support given.
If you are working with a guided group annotate with 'GG'.

Teaching assistants should always mark in black ink and always write their initials to show where the session finished if it is not clear.


Corrections Codes:

CL – capital letters

FS – full stops

Sp – spelling errors (write out the word correctly and ask child to copy x3)

P – Punctuation errors

 – Number or letter reversal

A child should see a minor correction and think 'Oh yes, I missed that!' rather than, 'I didn't know that!'

Pupils who have met the learning objective/outcome has met the teacher's expectations:



Stamp a green star next to the learning objective.
They are ready for a further challenge.



Pupils who have met the learning/outcome has mostly met the teacher's expectations, but they have a few minor corrections to make (see correction codes above):

Draw a purple straight face next to the learning objective.

Highlight in **pink highlighter** a maximum of 3 errors and use the corrections codes to indicate target areas.

Pupils who have not met the learning objective/outcome has not met the teacher's expectations:



Stamp a purple star next to the learning objective.

Write a short comment that signifies what the child needs further guidance with.

Annotate plans to show these children will be in your guided group for the next lesson.

Highlighting good elements of pupils' work

Teachers can use a **green highlighter** to highlight specific elements of a pupil's work that are particularly impressive e.g. a calculation, correct use of punctuation taught, idea, word, phrase or sentence.

KS1 - Quick Glance Guide for Children

Working with a Teacher



During the lesson, your teacher will draw a purple stick man to show that they have helped you with your learning.

Working with a Teaching Assistant



During the lesson, teaching assistants will draw a black stick man to show that they have helped you with your learning.


Sometimes adults will use codes to show you something you have missed...

CL – capital letters

FS – full stops

Sp – spelling errors

P – Punctuation errors

 – Number or letter reversal

You should edit or correct your work with a green pen.



If you have met the learning objective, you will see a green star stamp next to your learning objective.



If you have corrections to make, you will see a purple straight face next to your learning objective. Highlighted in **pink highlighter** will be some errors you have made. Use your **green pen** to make these corrections.



If there was something from the lesson that you didn't understand which means that you have not met the learning objective, then you will see a purple star. An adult will explain what you need to do next.

We will use a green highlighter to highlight parts of your work that we really like!

KS2 - Quick Glance Guide for Adults

Working with a Teacher



A purple 'stick man' drawn to show support has been given. During the session, the teacher may annotate pupils' books to reflect any intervention or support given.
If you are working with a guided group annotate with 'GG'.

Teachers should always mark in purple ink/cover teachers should also add their initials.

Working with a Teaching Assistant



A black 'stick man' drawn to show support has been given by the teaching assistant. During the session, the teaching assistant may annotate pupils' books to reflect any intervention or support given.
If you are working with a guided group annotate with 'GG'.

Teaching assistants should always mark in black ink and always write their initials to show where the session finished if it is not clear.

Corrections Codes:

CL – capital letters
FS – full stops
Sp – spelling errors (write out the word correctly and ask child to copy x3)
P – Punctuation errors
R – Number or letter reversal

A child should see a minor correction and think 'Oh yes, I missed that!' rather than, 'I didn't know that!'

Pupils who have met the learning objective/outcome has met the teacher's expectations:



Stamp a green star next to the learning objective.
They are ready for a further challenge.



Pupils who have met the learning/outcome has mostly met the teacher's expectations, but they have a few minor corrections to make (see correction codes above):

Draw a purple straight face next to the learning objective.
Highlight in pink highlighter a maximum of 3 errors and use the corrections codes to indicate target areas.

Pupils who have not met the learning objective/outcome has not met the teacher's expectations:



Stamp a purple star next to the learning objective.
Write a short comment that signifies what the child needs further guidance with.
Annotate plans to show these children will be in your guided group for the next lesson.

We will use a pink highlighter to highlight parts of you work that you need to check or work on.

Highlighting good elements of pupils' work

Teachers can use a **green highlighter** to highlight specific elements of a pupil's work that are particularly impressive e.g. a calculation, correct use of punctuation taught, idea, word, phrase or sentence.

KS2 - Quick Glance Guide for Children

Working with a Teacher



During the lesson, your teacher will draw a purple stick man to show that they have helped you with your learning.

Working with a Teaching Assistant



During the lesson, teaching assistants will draw a black stick man to show that they have helped you with your learning.

Sometimes adults will use codes to show you something you have missed...

CL – capital letters
FS – full stops
Sp – spelling errors
P – Punctuation errors
R – Number or letter reversal

You should edit or correct your work with a green pen.



If you have met the learning objective, you will see a green star stamp next to your learning objective.

Highlighting errors that need attention

Teachers can use a **pink highlighter** to highlight specific errors to be corrected or target areas to work on.



If you have corrections to make, you will see a purple straight face next to your learning objective. Highlighted in **pink highlighter** will be some errors you have

made. Use your **green pen** to make these corrections.



If there was something from the lesson that you didn't understand which means that you have not met the learning objective, then you will see a purple star. An adult will explain what you need to do next.

We will use a **green highlighter** to highlight parts of your work that we really like!
