



# Carleton House

## Preparatory School

### **MARKING AND FEEDBACK POLICY**

Written by Mrs Sandy Coleman

**DATE OF POLICY**

**October 2021**

**To be reviewed**

**October 2023**



# **MARKING AND PRESENTATION POLICY**

## **MISSION STATEMENT**

*"We live, love and learn with Jesus"*

At Carleton House Preparatory School we believe a successful marking and feedback policy will ensure all children are active participants in their learning and will contribute positively to the raising of standards.

### **It should also ensure:**

- Continuity and consistency in our approach to the children's learning and written outcomes
- To make expectations clearer to pupils, teachers and parents
- Clear monitoring of pupil progress and understanding of the national curriculum standards

### **Effective Feedback should:**

- Be provided in a timely manner.
- Recognise, encourage and reward children's efforts and progress.
- Provide clear information to children about the strengths and areas of development of their work
- Encourage children to strive and improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.

### **Why do we mark children's work?**

- To provide helpful feedback to children so that:
  - their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
  - their achievements are recognised thus giving encouragement and building confidence
  - to show that work is valued and to praise
  - to ensure set tasks have been carried out
- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
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### **Marking and Feedback**

Effective feedback can take many different forms for different subjects, age of pupils and work completed. The teacher will use their professional judgement to ensure the best method of feedback is utilised to move the children forward in their understanding and learning. Our highly skilled teaching assistants may also provide feedback and support marking of pupils work where appropriate.

At Carleton House as children become more able we aim to give feedback that facilitates independence i.e doesn't always tell children exactly what to correct and where. Teachers try to open up a dialogue with the pupil, use targets, targeted questions and 'find and fix' marking to make feedback more constructive and challenging for the pupil.

### **Verbal Feedback**

Often, through the course of the lesson, effective feedback will be provided for the child through dialogue with the teacher or teaching assistant. Where this has occurred a 'Verbal Feedback' stamp will be used or VF written in the margin. Either the adult or the pupil may record the content of this discussion with a few key words, for example VF – similes. If this dialogue has occurred, distance marking may not be necessary for this piece of work.

## **Maths**

Pupils should rule a margin on each page

The title should reflect the learning objective

The date and title should be underlined with a ruler

Pupils should record one digit in each square and use a pencil when completing diagrams.

## **English and other written work**

In Reception and Years 1 – 3, the children write in pencil.

During Year 4, pupils move on to using a handwriting pen.

In Years 5 and 6, pupils write in pen.

Cartridge pens, handwriting pens (eg Berol pens or other fine liners) are all acceptable.

Pencils are to be used for diagrams, colouring pencils are used to illustrate.

In KS1, every piece of work should be dated and as the children mature, they are encouraged to write and underline the date and title independently.

In KS2, pupils should write and underline with a ruler the date and title.

## **Spelling**

Marking should be progressive and show evidence of differentiation e.g. spelling corrections should be written out once in Reception where appropriate, once in Y1, between 1 and 3 times in Y2 depending on the maturity of the child and 3 times in Years 3 – 6.

The spellings indicated for correction in any piece of work should not exceed 3.

The spellings highlighted for correction should depend on the ability of the child but should be based on key spellings that have been learned, spellings learned for previous spelling tests or containing vowel phonemes or consonant blends that have been taught and topic words that are in regular use.

In Years 5 and 6, pupils should increasingly be asked to go back and check and, if needed, correct spellings independently as part of our strategy for developing editing skills.

Checking words in a dictionary is encouraged as part of our strategy for developing editing skills.

## **Punctuation**

Punctuation marking should be progressive and differentiated and linked to the expectations set out in the National Curriculum.

In Years 1 and 2, and Reception where appropriate, the punctuation error should be underlined.

In Years 3-6, punctuation errors should be identified with a letter 'P'. Pupils should then be expected to insert the correct punctuation using a different coloured pen or pencil, with support if needed.

In Years 5 and 6, pupils should increasingly be asked to go back and improve punctuation independently as part of our strategy for developing editing skills.

## **Religious Education**

RE work should be marked following guidelines set out in the RE Policy, using the driver words as a focus.

## DIRT Time

We recognise the need for pupils to have a dedicated time to reflect on the feedback provided by teachers and to correct or edit their work. **DIRT time (Directed Improvement and Reflection Time)** is provided each morning before registration. Children are encouraged to reflect upon their work, targets and feedback and to respond accordingly making corrections as required.

# Directed Improvement Reflection Time

**DIRT TIME**  
8.30am - 9.00am

Have I underlined my date and title?  
Have I finished all my work?  
Do I have a problem I need to speak to someone about?  
Have I stuck everything in neatly?  
Can I ask my teacher for help?  
Have I checked my spellings?  
Have I done all of my corrections?  
Have I got everything ready for my lessons?

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## Presentation

All of our children are expected to take pride in their work and always try their best to produce work that is consistent and presented to the best of their ability. The title of the work should clearly reflect the learning objective of the lesson. We ensure that children in KS2 understand what is expected of them in terms of presentation and how they should react to marking and feedback by providing a **Code of Practice** laminate which is put in their desks and on display in class.

# Our KS2 Presentation Code Of Conduct

How should I present my work?

When should I look at my feedback?

How will my teacher mark my work?

**Title here...**  
clear title  
19/10/21  
clear date  
both underlined with a ruler

paper/sheet trimmed and stuck in carefully

In Maths a margin drawn with pencil

diagrams in pencil

illustrations in colour

- ✓'s, x's, sp's & comments ☺
- VF means 'Verbal Feedback' - my teacher has spoken to me about my work
- T means 'Targets' - what I could try next time
- They might ask me a question which I can answer in my book

- During DIRT time 8:30am - 8:45am
- I can ask an adult any questions I might have
- I can complete corrections or finish work off

I understand that I should try my best with my presentation and read and respond to feedback.  
Signed \_\_\_\_\_

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