



## **ALPHA PREPARATORY SCHOOL MARKING, FEEDBACK AND PRESENTATION POLICY**

**This policy outlines our whole school approach from EYFS to Year 6, and has been written in consultation with staff and pupils from across the school.** This Policy should be read in conjunction with other school policies involving teaching and learning. It is important to recognise that teacher assessment should be an integral part of teaching and learning in, and outside, the classroom. Monitoring, marking and feedback must be seen as an integral part of helping a child progress in their education.

### **Aim**

We aim to ensure that all children have their work marked in such a way that it will improve learning, develop self-confidence, raise self-esteem and provide opportunities for assessment, including self- and peer-assessment. Positive and effective marking and feedback will encourage learners to be aware of how they are learning, the focus of their learning and how our marking and feedback can promote independent review, reflection and ownership of their agency to drive their progress.

The Policy provides an outline for all subject areas whilst recognising that certain subjects, for example, mathematics may require more specialised marking criteria.

### **Why do we mark work at Alpha?**

**During the Lent Term 2023 children from year groups across the school reflected on why do members of staff mark the work completed. Their comments included:**

- To provide us with feedback and
- To give us good ideas and tips on how to improve our learning.
- To mark work so that we can learn from our mistakes.
- To show that they can check our progress with the task that we have done.
- To inform the teachers on the areas we need to work on.

**The children also commented on the purpose of positive feedback and their thoughts included:**

- We get feedback because it helps us improve our work and our learning.
- Without feedback, we might always be stuck on the same type of task.
- Feedback helps us learn from any mistakes we have made.
- They are kind messages to help us learn.
- Feedback keeps me learning new things

**From the Marking and Feedback Consultation in the Lent Term 2023, staff and children agree that our marking aims should:**

- Ensure that all children have their work marked in such a way that it will improve learning, develop self-confidence, raise self-esteem and provide opportunities for assessment, including self and peer assessment.
- Encourage all learners to be aware of how they are learning and what they are learning in all subjects.

**Good Practice in Marking:**

- Encourage all learners to be aware of how their agency assists in their learning and what to understand the focus of what they are learning in all subjects.
- Allows the sharing of learning objectives and success criteria.
- Ensure that all children receive constructive feedback and that work is marked in such a way that it will improve learning, develop self-confidence, raise self-esteem and provide opportunities for assessment, including self and peer assessment. This can be done by using oral and/or written feedback.
- Informs short term planning and next steps for both the member of staff and the learner.
- Marked with the learning objective or focus of the work in mind. Effective marking will focus on the learning objectives or focus on the learning rather than try to tackle every single mistake a child has made. Not only is this demoralising, it clouds the essential issues and may not relate to the focus of the work.
- A selection of spellings should be corrected, particularly key words, topic words or high frequency words, but not to the detriment of the child's confidence.
- Highlights areas for improvement and offers ways to develop skills further.
- Focuses teachers on areas of learning where groups and/or individuals need specific help to support or extend their abilities.
- Involves pupils' reflection and review which allows for independent agency.
- Marking should be regular and prompt (taking place before the next lesson, if required, on which the work will potentially build).
- Marking should inform the Implications for Teaching and Learning document.
- Comments are a motivational tool and should, therefore, be positive and encouraging towards the child and their work and effort to achieve this work.
- Recognises, encourages and rewards children's effort and progress

Effective marking and feedback must be coherent, consistent and consistently reviewed, thus ensuring that it is understood by all members of staff so that good practice reflects good pedagogy.

## Presentation of Work

At Alpha we value the work that is recorded and encourage the children to take pride in their written work. Therefore, when setting out our books, student, particularly from the latter part of Year 2, should include:

The date (short (particularly in STEM subjects, or long (in all other subjects)). The date should be placed on the right hand side and underlined.

A title should be placed in the centre of the page and underlined.

A learning objective and/or success criteria should be included for the piece of work. There is no need to underline this section but LO (Learning Objective) and/or 'SC' (Success Criteria) should be used. This can be printed in advance of a lesson and glued in the exercise book.

Children should use a pencil until they achieve their Pen Licence. Writing should then be completed in blue ink. However, for mind-mapping and other such tasks, including marking, a range of colours can be used.

Drawings, tables and diagrams should be completed in pencil unless directed otherwise by a member of staff.

Stamps and stickers, particularly in the EYFS and KS1 (Nursery to Year 2) encourage positive learning and these are utilised throughout the school with explanation, either written or verbal, as to why the 'award' has been given.

## Formative Marking, Expectations and Written Comments

- **Verbal Marking and Feedback** – if provided by a member of staff should be written on a piece of work as 'VF' either by the member of staff or by the child themselves. Where this occurs, in age appropriate year groups, an annotation of what was discussed and/or the outcome of the feedback provided should be made. This comment from the child should then be initialled by the member of staff.
- **Independent Marking and Feedback** will involve the child using a different coloured pen/pencil to show reflection and annotation of the piece of work. A member of staff should always review independent marking and acknowledge the child's work with their initials or by including a comment.
- **Peer to Peer Marking and Feedback** allows for effective conversations which can expand the students own knowledge and depth of understanding of the marking criteria. Peer to peer feedback can result in positive and effective Response Partners and independent agency.
- **Formal Written Marking and Feedback** is most effective when marking in depth and may involve the use of full comments. When this marking is used, comments will fall into different categories:
  - 1) *Closing the Gap Prompts* informs the student that they need to close the gap between the work they have done originally and a higher level of work suggested by the feedback they receive. In other words, 'closing the gap' means '**acting on feedback**'.
  - 2) *Question or Next Steps* comment will aid in the extension of learning.
  - 3) *Reminder Prompt* refers back to the learning objective/success criteria.

- 4) *Scaffold Prompt* provides further support to enable understanding. This may take the form of a question or a short cloze procedure.
- 5) *Example Prompt* is the most detailed support and provides the children with examples from which to choose.

## **Expectations for Marking**

We encourage children to try their hardest and, as a result, they should feel proud of their work. Comments from members of staff should highlight achievements and efforts made by the children. Following our Behaviour Policy (Rewards and Sanctions) members of staff can award House Points, stickers and/or stamps. As appropriate, work can also be shared with the Headmaster and recognised in class, assemblies or the Alpha News. Exercise books, and the marking of the books, should be sent home to parents regularly so that we all share in the successes and progress of the children. Please take note of the following:

- Time should be given for children to read, reflect and respond to comments when necessary.
- Comments made by members of staff who do not usually teach that timetabled lesson, should be initialled or named.
- Comments such as 'Good Work' or 'Well Done' should occur infrequently within an exercise book. More specific and personalised learning comments should be utilised as per outlined in the feedback from students in the Lent Term 2023 .
- Members of staff should initial work which they have supported and use the marking notation of 'S' for 'Supported Work'. A member of staff may comment where appropriate
- Children, from Year 3 upwards, or in some cases younger children, will be taught how to self- and peer-assess in a similar way to how members of staff mark.
- When carrying out self-marking tasks, pupils must use a different colour pen or pencil to that in which the original work was completed. The colour should also be different, if possible, to the colour used by the member of staff. This is an excellent learning tool, which might iron out any misconceptions or confusion during the lesson. It is good practice to check, mark and date this work.
- Corrections and comments should be reviewed in a different colour pen or pencil and remarked/ checked by a member of staff.
- Homework will be marked in accordance with this policy.

## **Written Comments**

Comments should reflect the learning objectives of the session and take into account the 'Good Practice in Marking' tips. Not every piece of work requires a formal written comment, however, all work should be acknowledged. This can take the form of a tick, sticker or stamp. If 'VF' is used an annotation of what was discussed and/or the outcome of the feedback provided should be made. This comment from the child should then be initialled by the member of staff.

When writing comments, staff should:

- Be aware of the 'Formal Written Marking and Feedback' criteria.
- Be positive, indicating what has been done well.
- Indicate an area which would be 'even better if...'
- Pick up individual or group targets, where relevant.
- Outline what needs to be improved, perhaps using the 'Stars and a Wish' approach.

### **Stars and a Wish**










When writing is marked, staff may wish to use the 'Stars and a Wish' approach, commenting on what has been done well in the piece of work or what has been achieved and include a 'wish', an area for development in the next piece of work. The effort of a child and their ability should always be taken into consideration when marking.



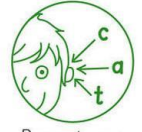




## Marking Codes and Symbols Used at Alpha

Below is a guide to the marking and feedback that is used at the school from Nursery to Year 6. Symbols and codes are age appropriate across the school. Symbols should, where possible, be placed in the margin.

In addition to the below, staff members may choose to use a range of stamps and stickers to acknowledge and celebrate effort and work.

<b>LO ✓</b>	Learning Objective Met
<b>LO ~</b>	Learning Objective (Working Towards)
<b>LO o</b>	Learning Objective Not Achieved/Understood
<b>S</b>	Supported Work, Including Scribed
<b>I</b>	Independent Work
<b>PW</b>	Paired or Group Work
<b>C</b>	Check This/ Correct This
<b>□</b>	Correct or Good Idea
<b>O or dot</b>	Incorrect
<b>SP</b>	Spelling Error
<b>P</b>	Punctuation Error (Circle Error)
<b>CL</b>	Capital Letter (Circle Error)
<b>VF</b>	Verbal Feedback
<b>★ and 'cloud'</b>	Star and Wish
<b>^</b>	Emission or More Detail Needed
<b>?</b>	Confused or Does Not Make Sense.
<b>//</b>	New Paragraph Needed
<b>/ or L</b>	New Line Needed
<b>SA</b>	Self-Assessment
<b>PA</b>	Peer-Assessment
<b>T</b>	Incorrect Tense or Tense Error

EYFS Marking Symbols	
	Learning objective met
	Learning objective not met
	Target
	Last Target Achieved
 Pencil grips	Pencil Grip
 Letter formation	Letter Formation
 Number formation	Number Formation
 Capital/lower case letters	Capital / Lowercase Letters
 Finger spaces	Finger Spaces

 <p>Full stops</p>	Full Stops
 <p>Capital I</p>	Capital I
 <p>Represents some sounds correctly</p>	Listen for Sounds
 <p>Look carefully</p>	Look Carefully
 <p>Handwriting (ascenders/descenders)</p>	Handwriting (Ascenders and Descenders)
 <p>Connectives</p>	Connectives
 <p>Proof read</p>	Proof Read