

# Ore Village Primary Academy



## *Marking, Feedback and Presentation Policies*


Ratified by governors: May 2017  
Review: May 2018

## **Principles**

### **Marking and Feedback should:**

- Relate to learning objectives, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written) to ensure equity in all subjects and for all abilities.
- Take the child's previous attainment based on the child's previous attainment within the context of marking towards the learning objective.
- Respond to individual learning needs, marking face-to-face with some and at a distance with others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be seen by children as positive in improving their learning.
- Success Criteria can be highlighted to show feedback
- Be manageable for teachers.

## **Marking**

- a. Teachers use a green pen for 'good' and pink pen for 'think'.
- b. Moving on comments are made in pink with a . Setting a question for consolidation or clarification of understanding is fundamental for AfL and should be used as and when the teacher feels it is warranted. Moving on comments must be action based, eg 'Go back and correct ...' Or 'rewrite the highlighted passage again below editing for..'
- c. Children respond in purple and should respond to every piece of marking where there is an action.
- d. In Year 1 marking is predominantly done verbally with the child present. This is marked as VF with a short annotation as to what was addressed. Common words that are written incorrectly are written in pink for the children to write out 3 times.
- e. Children self-assess and peer-assess at least once per week. This can be done by pinking and greening SC stuck in books.
- f. Every piece of work should be marked. Moving on comments should be made at least twice a week and three times for pupil premium students.
- g. Marking in topic books must be regular and must use praise comments with gold and/or silver stars to recognise students' effort.
- h. Marking can be carried out by the TA when working with a small group, with comments added to show support given.
- i. Incorrect formation of letters and numbers or misspelling of common words to be highlighted and practise given where appropriate.

- j. Errors such as missing punctuation should be circled or underlined in pink.
- k. Corrections etc. should use the following signs:
  - a. **sp** - spelling error
  - b. ● - mistake/think again
  - c. TA – TA support
  - d. I – work completed independently
- l. 'Big Writes' are completed every 2 weeks as a minimum expectation. These are marked using the school's writing grid assessment format.

## **Presentation**

### **WHOLE SCHOOL**

- Throughout the school there will be no graffiti on books either inside or outside.
- The child's name, subject title and class will be written clearly, correctly and neatly on the label on the outside of the book.
- There will be no unused or missed out pages in any book.
- Dates, Learning Objective and Success Criteria are printed out (underlined) and stuck into books in years 1-4. In year 5 and 6, children write out the Date and LO in their books and underline it with a ruler.
- Pencil used for all work until a Pen License has been awarded. Writing is then completed using a black pen in English and Topic work.
- Expectations for presentation must be modelled regularly by the teacher.
- Pupils who have particular difficulties are supported by the use of thicker triangular pencils, pencil grips and wider lines.

### **FOUNDATION AND KEY STAGE 1.**

- Once a child is using squared books for maths, they need to write one digit per box. Use correct sized boxes for children's ability.

### **KEY STAGE 2.**

- Every piece of work will be dated with the full date except for maths.
- New work will begin underneath last piece of work (which will be ruled off) unless stated differently by the class teacher for a specific piece of work.
- Errors will be crossed out with a single, straight-ruled line and the correction written next to it.
- In maths books, one digit per box only. (where possible)
- Ruled margins to be drawn in all books where they are not printed
- Ruled line guides to be used in topic books.

## **Handwriting**

### **Handwriting Guidance for Foundation Stage**

- In Foundation Stage pupils practise gross and fine motor skills regularly.
- In Foundation Stage children will learn how to hold a pencil and how to form basic letter shapes with exit strokes.
- Examples of cursive and print are shown in all Foundation classes.
- Daily phonics sessions help to support correct letter formation
- The letters will be taught to the children in order as follows

i l t u y j

r n m h b k p

c a d g o q

v w x

s f z e

### **Handwriting Guidance for Key Stage One**

- Pupils can begin cursive handwriting fully in Year One if they are ready. It is an expectation in Y2.
- Cursive letter formation is drawn from the joined font XCCW joined 1a found on the school system (please note that some joins are incorrect and will need to be taught to the children correctly)

### **Handwriting Guidance for Key Stage Two**

- The aim for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.
- Lower Key Stage 2 children will have handwriting sessions at least twice a week and in Upper Key Stage 2, once a week.
- Children in Upper Key Stage 2 also have tailored handwriting support based on an individual needs basis.