



Fossebrook
Primary School

A place of discovery and friendship

Marking, Feedback, Assessment and Presentation Policy

This policy supports the school community to work together in an effective and efficient way to mark, give feedback and to assess outcomes.

Adopted date	24 th October 2022
Implementation date	24 th October 2022
Policy/document owner	Fossebrook SLT
Frequency of review	Every two years
Next review date	October 2024
Amended date	March 2023

Contents

1. Introduction	3
2. Key Principles	3
3. Looking for Learning.....	4
4. Introduction to Learning	4
5. Opportunity to Challenge	5
6. Pupil Articulation of Learning	5
7. Providing Feedback for Learning	5
8. Feedback Strategies	6
9. Marking	6
10. Whole Class Feedback.....	8
11. Evaluating Learning	9
13. Equity	12
14. Other Points	12
15. Presentation and Classroom Displays.....	12
16. Assessment	13
Appendix 1: Marking Codes	15

Introduction

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **Meaningful, manageable, and motivating.**

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that **the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.**

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work.
- Adults should not take this responsibility away by doing the hard thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Looking for learning (LfL)

At Fossebrook Primary School we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

LfL helps to establish in our school a shared sense of what matters by focusing everybody's minds from the start on whether there is any learning going on.




Our School Learning Definition:





"Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged, and thinking is challenged."

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupils will also have the opportunity through their lessons to consider whether they are **developing, consolidating, mastering**, or have **mastered** their learning outcome each lesson.



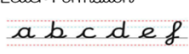


Introduction to learning

Each piece of work, in every subject we teach, will begin with a learning sticker. These will contain the Learning Objective (LO) for the lesson and the success criteria (if this is not being generated collectively with the children in the lesson).

Tripod Grip	Phonic Sounds	Letter Formation
		

		Date: 30.03.22
Why don't they live here? We are learning to extend our sentences.		
Capital letters ABC	Finger spaces 	Full stops ●
Letter Formation 	Segment words and identify sounds 	Red words I the go to of my me she he we you they are your what all
Supported	Guided	Independent

EYFS Learning Sticker

Walking alongside:		
Mastering:		
Stepping up:		
Capital letters ABC	Finger spaces 	Punctuation 
Letter Formation 	Phonics - Fred Talk 	Start near the margin 
Supported	Guided	Independent

Example KS1 Learning Sticker

Wednesday 15th March

Mastering: To use expanded noun phrases in simple sentences linked to the class topic.					
Stepping Up: To write a paragraph about our topics using five expanded noun phrases. Edit the paragraph and improve the adjectives.					
Walking Alongside: To write expanded noun phrases against the images in your book.					
Guided		Independent		Peer Support	
Group					
Teacher		LSA Support		Computer	
Support				Support	

Example of Year 2 to Year 6 Learning Sticker (Maths & Writing)

Opportunity for Challenge

Every learning sticker will offer progressive steps to success. These are accessible for all children to help them to develop reasoning and deeper understanding within their lessons. Challenges are set within the lesson to provide progression in skills, knowledge and understanding.

In lessons, there may be further challenge throughout the lesson in the form of mini challenges or deeper thinking questions so that those who have the potential to achieve the Greater Depth Standard are not left waiting to begin activities.

Pupil Articulation of Learning

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me?

- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Teachers should evaluate and reflect on their lessons using the LfL questions:

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?

Providing Feedback to Pupils

At Fossebrook Primary, we believe that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted an **‘In the Moment’ feedback approach**.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

(Note: teachers should work with focus groups and mark their work with a lesson, the lesson should focus on teaching and learning not making sure that every pupil's book is marked by the end of the lesson)

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention.

Marking may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Feedback Strategies

Teachers will use a range of strategies within their class e.g., Talk partners, no hands up, lollipop sticks, diagnostic questioning, ABC questioning to ensure that all pupils are involved in the feedback process.

We use ‘cold’ or pre-learning tasks at the beginning of a unit of work to help us assess children’s understanding without any teaching. This helps us to inform our planning, groupings, and children’s interests.

At the end of a unit of work, success criteria are used as part of the ‘hot’ task. This helps the children to apply what they have learnt over the unit into their final showcase piece.

Marking

At Fossebrook Primary School all work will be marked, however, due to 'in the moment feedback' that has been given, there is no expectation for written feedback in books. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson. Whole class marking and feedback sheets will help the teacher and LSAs to plan for the next lesson.

However, basic skills errors must be marked (teachers should model correct strategies in the child's book to support their learning and understanding), and children should be given time to polish their work using their purple polishing pen. In addition, regular written praise to highlight significant achievements should also be included in books to help children identify when they are making significant gains in their learning.

Teachers are required to identify the successes and areas for development using the agreed procedure:

- **Teacher writes in green pen/highlighter and successes are shared in this colour**
- **Children's corrections and/or reflections are written in purple pen (polishing pens)**
- **Orange pen/highlighter is used by adults for all incorrect answers, misconceptions and/or basic skills errors to develop.**

Children use:

- **Purple polishing pens for reflections and to edit their work**
- **Year 1 children will use pencils until summer term and then use the polishing pens/coloured purple pencil**

In addition, House Points, stickers, Head teacher stickers (in line with the Presentation expectations below) should be rewarded where necessary to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

Self-marking and Peer marking

Pupils should self-mark and evaluate wherever possible. Pupils can identify their own successes and look for improvement points. Mini plenaries can focus on this process as a way of analysing the learning. Self and peer assessment opportunities should be planned into the lesson where appropriate, and time given to act on identified next steps immediately.

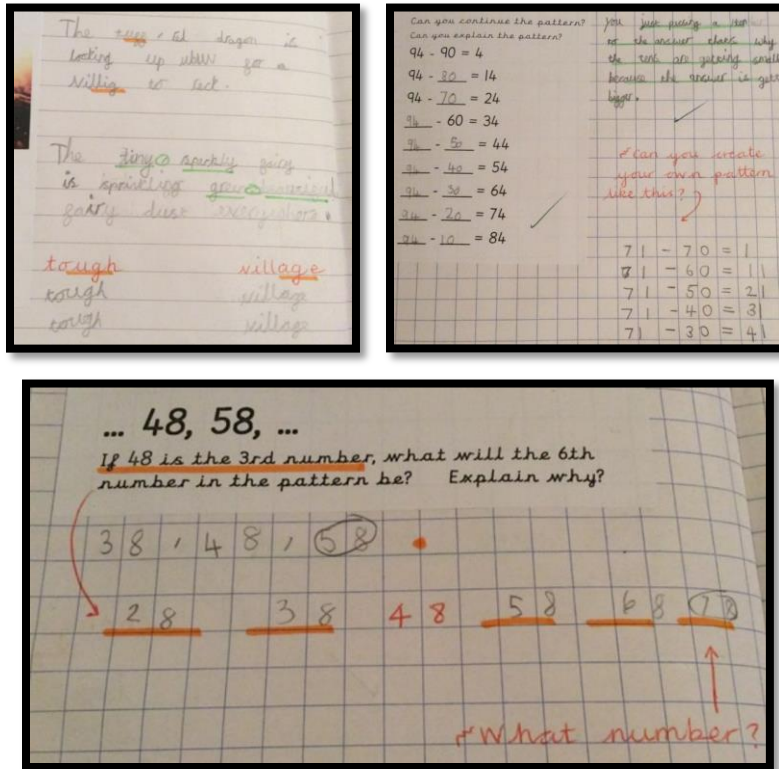
Spelling, Capitalisation and Punctuation

Teachers will mark these on an individual basis, identifying those errors for correction that pupils should be expected to know, linked to age related expectations, pupils' current attainment and the lesson / unit teaching focus. Pupils must be reminded to check basic punctuation and spelling to develop review skills.

Homework

Most of the homework at Fossebrook is set via a range of online learning platforms that check answers automatically. Teachers will use information about pupils' strengths and next steps from these platforms to guide further planning and teacher. Teachers will monitor pupils' reading diaries and where off-line task are given, they will be checked and acknowledged by teachers.

Examples of meaningful marking:




Whole Class Feedback

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the proforma. This will be completed at the discretion of the teacher although it is recommended that **the teachers complete two per week for English and two per week for Maths.**

This can feed into the next lesson and, using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing and improving work. **Modelling may occur at any stage of the lesson** to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

Work to Praise and Share	Need Further Support
Thomas - self correction. Henry - residence.	House - place value Sam } multiplication facts Ben }
Presentation	Basic Skills Errors
Hannah - organisation - ruler	<ul style="list-style-type: none"> • Inserting commas into calculations • Multiplication errors.
Misconceptions and Next Lesson Notes	
Adding place holder into the tenths column. (share example)	



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Whole Class Marking Feedback

Formative Assessment

[Use this to plan future learning that focuses on the progress that's needed](#)

Lesson Objective

For English using the Writing Progression Map; for maths using the objectives from RTP; for reading choose one or two of the objectives from insight

Children that didn't meet the objective:

Write the initials of the chn here and also if they worked with an adult during the session?

Next Lesson Notes:

Which children will work with the teacher/ TA; Pre-teaching; intervention prior to the lesson in an assembly slot etc.

General Misconceptions/ needs further support:

Any whole class misconceptions that will need to be picked up in the starter?

Presentation and successes:

What did we do really well? What did the best work include? (refer to S.C)

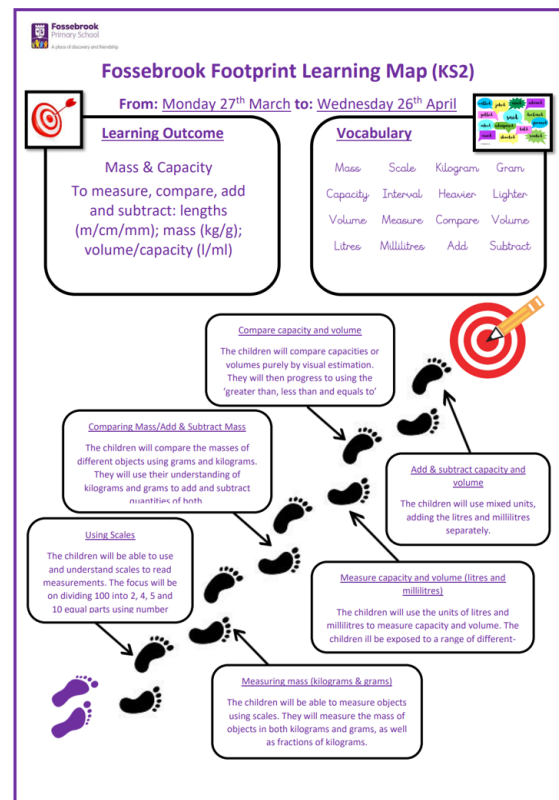
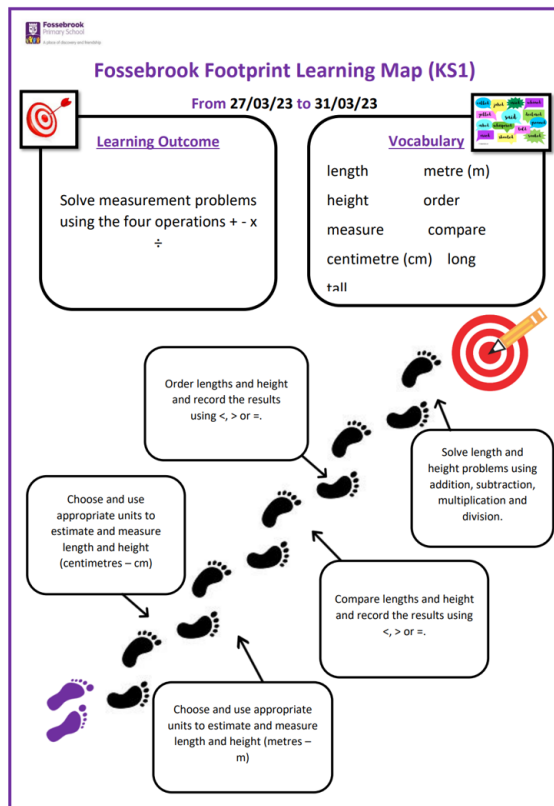
Absences/ Any other comments:

Date:
Marked by:

Evaluating Learning

Reflections

To help the children to reflect on their learning every lesson, the ‘**learning journey**’ Fossebrook **footprints map** is always included at the start of a new unit of work so that the children can evaluate where they feel they are in their learning journey. This helps the teacher to understand who may need further support and challenge in future lessons.



In key stage two, we will also ask children to write a written reflection about their learning. This will be written throughout stages of a unit of work to help the class teacher and pupil understand what will help to develop learning further. Developing this metacognitive approach to learning will help children think more deeply about the learning process and therefore find their own ways to reach mastery.

Children will also receive regular opportunities to peer assess in lessons to help support one and other on the learning journey.

Mastery 2.

$$\begin{array}{r} 173 + 134 = \\ \hline 100 \quad 70 \quad 3 \quad 100 \quad 30 \quad 4 \\ \hline 170 \end{array}$$

$100 + 100 = 200$ ✓
 $70 + 3 = 73$ ✓
 $200 + 73 = 273$ ✓
 $3 + 4 = 7$ ✓
 $273 + 7 = 240$ ✗

Bobby. D has got the last addition sum wrong because he wrote down $273 + 7 = 240$ and he is taking away not adding. Another mistake is that he wrote down 3 instead of 30.
 Why should it be 30?
 Explain. It should be 30 because it is in the tens column, if it was in the ones column it would be 3.

Reflection

This was consolidating for me today and I really understood this learning. I used division skills to help with finding a common denominator. My next steps are to try a problem but work on it for the whole session not just 5 minutes at the end.

L2 / *
C2 / 0

Good use of common denominators.

Can you find a way of comparing the challenge?

1. Frankie thinks that ordering the fractions $1/8$, $5/4$ and $12/4$ from smallest to largest would look like this because $2/4$ is the smallest fraction. Is he right? Why?

$1/24 \quad 5/4 \quad 11/8$

1) $1 \frac{2}{4} = \frac{6}{4} = \frac{12}{8}$

$\frac{5}{4} = \frac{10}{8}$

$\frac{12}{8}$

Ordering correctly: $\frac{12}{8}, \frac{10}{8}, \frac{12}{8}$

Frankie was incorrect because he thought $1/8$ was the smallest when, in reality, it was the largest when you order all three fractions.

2. True or false: $1 \frac{3}{10}$ and $1 \frac{2}{5}$ are less than $2 \frac{1}{5}$. Prove it.

Ordered correctly: $\frac{42}{10}, \frac{24}{10}, \frac{13}{10}$

True or False?

This is the correct method for converting mixed numbers to improper fractions. $3 \leftarrow$ and multiply $\frac{3}{5} \times \frac{10}{10} = \frac{30}{10}$ Add these together $\frac{30}{10} + \frac{13}{10} = \frac{43}{10}$

Reflection

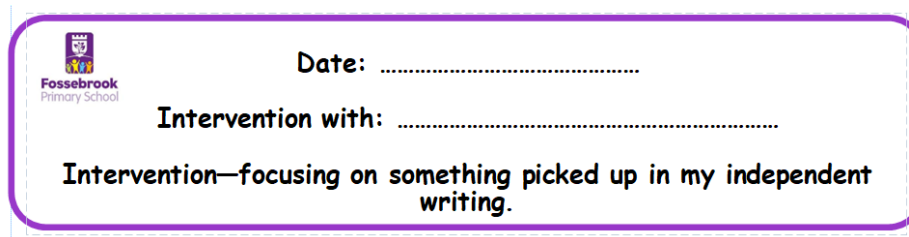
Today, I have learnt how to compare and switch between improper fractions and mixed numbers. Being able to multiply helped me. I used draw to get me through the lesson.

Equity

Work and tasks are structured to be challenging to promote progress. We have a wealth of experience at Fossebrook Primary School, Teaching Staff, Classroom Support Assistants, Trainee Teachers and Volunteers. Different groups will work with different support throughout the week and will also work independently. To ensure the support given is clear and to show which person taught the lesson a stamp will be made alongside the children's work which will state:

1. Teacher Assisted Work (T)
2. LSA Assisted Work (LSA)
3. Independent Work (I)
4. Supply Teacher (ST)
5. Cover Supervisor (CS)

Additional intervention work will be completed in the children's workbook. The work will be clearly signposted with an intervention sticker.



The image shows a template for an intervention sticker. It is a rounded rectangle with a purple border. In the top left corner is the Fossebrook Primary School logo. To the right of the logo, the text "Date: ..." is followed by a dotted line. Below this, "Intervention with: ..." is followed by a dotted line. At the bottom, the text "Intervention—focusing on something picked up in my independent writing." is centered.

Other Points

The Creative Curriculum promotes independent learning, and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning objective and success criteria will still feature in the child's book and assessed by the teacher and pupil. In some instances, the use of photographs or QR codes will be used to show the final outcomes.

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.

The Head of School and senior members of staff will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

Presentation and Classroom Displays

To create a consistent approach in our school and to encourage children to value and take pride in their work, every class uses the PROUD acronym. This can be found in pupils workbooks and in the classrooms to encourage everyone to value the learning outcomes.

Be **PROUD** of your work

P Show **p**ride in your overall presentation

R Use a **r**uler to draw all straight lines

O Oops! Draw a neat line through mistakes with a ruler

U Underline the date and headings

D Draw in pencil

Year 1 to Y4 Presentation Guide

Fossebrook Presentation Guidelines – Maths



We put one digit in each square

We use a ruler for all lines drawn

We stick the Learning Objective sticker at the top of the page

The page is split in half with the right-hand side of the page being used for our Jolly Jottings

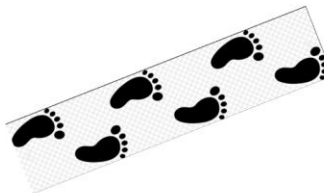
We do all our workings out in our maths books and just write the answers on the worksheets

We do our corrections in green pen

We stick sheets in neatly and carefully

We form all of numbers accurately

We take pride in all our work



Fossebrook Presentation Guidelines – English



We always use our neatest handwriting

We keep all the letters on the line

Every piece of work has the date and Lesson Objective clearly at the top

Titles, if written by the children (& not on a sticker) are underlined using a ruler

All underlining is done with a ruler

We use finger spaces between words

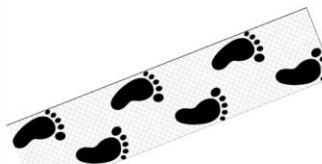
We do our corrections and editing in purple pen

We stick sheets in straight and make sure they are stuck in neatly and not sticking out of books

Learning Objective stickers – if used – are stuck at the top of the page

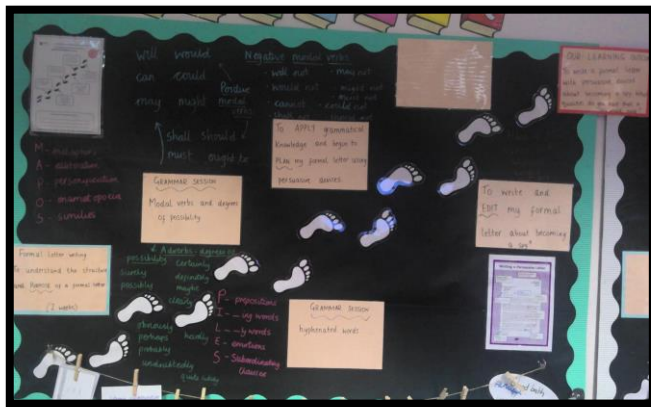
We write up to the ruler on each line

We take pride in all our work.



Y5 and Y6 Presentation Guidelines

Classroom Displays will replicate the Fossebrook footprints learning map too so that the children know where they are on the learning journey. The working walls will follow the structure as seen below in the images. At the end of every unit the teacher will take a photograph of the walls and stick



In the children's English workbooks from Year 1 to Year 6 the teachers will assess the writing against the TAFs which will be stuck into the back of the books. These can be referred to throughout the lessons but also used to assess the writing progression throughout the year.

Name:								
Working Towards the Expected Standard		Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved and Evidenced
1.	I can write for a range of purposes.							
2.	I can use paragraphs to organise ideas.							
3.	In fictional writing, I can describe settings and characters.							
4.	In non-fiction, I can use simple devices to structure my writing; headings, sub-headings, bullet points.							
5.	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.							
6.	I can spell most Y3/Y4 spelling words correctly.							
7.	I can spell some Y5/Y6 spelling words correctly.							
8.	I can produce legible handwriting.							
Working At the Expected Standard								
1.	I can write effectively for a range of purposes and audiences, selecting appropriate language.							
2.	In fictional writing, I can describe settings, characters and atmosphere.							
3.	I can integrate dialogue to convey character and advance the action.							
4.	I can select vocabulary and grammatical structures that reflect the level of formality required in a piece of writing mostly appropriately.							
5.	I can use a range of cohesive devices to make my writing flow, including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.							
6.	I can use verb tenses consistently and correctly throughout my writing.							
7.	I can use a range of punctuation taught throughout KS2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.							
8.	I can spell most Y5/Y6 spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
9.	I can maintain legibility in joined handwriting when writing at speed.							

Appendix 1: Marking Codes

KS2 Marking Code

- I have a responsibility to work hard and present my work to a high standard at school in every lesson and I have the right to know what I am doing well and what I need to do to improve.
- My teacher has the responsibility to mark my books to tell me how to improve.
- I have a responsibility to check through my teachers comments and think about (reflect) on what he/she has written. I will use the comments to improve and my correct my mistakes.
- I have the right to know how my teacher will mark my work. I have a responsibility to check and remind myself of the codes that are being used.

UKS2 Marking Key

English Marking Key

✓ = my work is correct

• = I need to check my work Any work I need to check will be highlighted orange

Any Years 5/6 curriculum words identified will be highlighted in green

I = Independent work

S = Supported work

I will do my editing in purple pen

I will do my pupil voice in purple pen

I will respond to my teacher's marking. My teacher will mark in green pen

UKS2 Maths Marking Key

✓ = my work is correct

• = I need to check my work

I = Independent work

S = Supported work

I will do my corrections in purple pen

I will do my pupil voice in purple pen

I will respond to my teacher's marking

I will use my Jolly Jottings

My teacher will mark my work in green pen

Both me and my teacher will mark against the success criteria at the end of the lesson

Appendix 2 – Non-Negotiables

EYFS Non-Negotiables



Use your best handwriting
Write the letters on the line
Use capital letters at the start of a sentence
Use full stops at the end of a sentence
Use small, clear letters and numbers
Write one digit in a square in maths books
Do not scribble in your books
Write your numbers correctly



KS1 Non-Negotiables

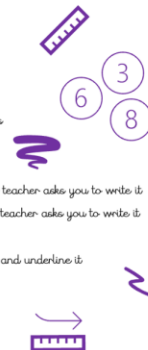
Stick work into your books neatly
Use your best handwriting
Write the letters on the line
Use capital letters at the start of a sentence
Use full stops at the end of a sentence
Use a ruler for straight lines
Put one line through a mistake
Use small, clear letters and numbers
Write one digit in a square in maths books
Do not scribble in your books
Write your numbers correctly
Use the long date in English books if your teacher asks you to write it
Use the short date in Maths books if your teacher asks you to write it



KS2 Non-Negotiables



Stick work into your books neatly - use the lines and squares to help you
Use your best cursive handwriting every lesson
Write the letters on the line. Start a new sentence next to the margin.
Use capital letters at the start of a sentence for proper nouns and for the letter 'I'
Use full stops at the end of a sentence
Use a ruler for straight lines
Put one line through a mistake
Use small, clear letters and numbers
Write one digit in a square in maths books
Do not scribble in your books
Write your numbers correctly
Use the long date in English books if your teacher asks you to write it
Use the short date in Maths books if your teacher asks you to write it
Underline the dates
Write the LO for every new piece of work and underline it
Write your corrections in purple pen
Write your reflections in purple pen



Appendix 3 – Fossebrook Presentation Policies

[English Presentation Expectations.pptx](#)

[Maths Presentation Expectations.pptx](#)