



LANGWITH BASSETT JUNIOR ACADEMY Marking, Feedback and Presentation Policy

PHASE	JUNIOR
POLICY LEAD	SARAH BACON (PRINCIPAL)
DATE OF APPROVAL BY TRUSTEES	
DATE OF RECEIPT BY LOCAL GOVERNING BODY	March 2022
FREQUENCY DATE	ANNUALLY
NEXT REVIEW DATE	March 2023

This is the Policy of:

Langwith Bassett Junior Academy
Bassett Hill
Upper Langwith
Mansfield
Nottinghamshire
NG20 9RD

Aims:

The aim of effective marking and feedback is to directly impact on children's progress. At Langwith Bassett Junior Academy we believe the most effective means of doing this is to give clear verbal or written feedback. We believe it is important to create consistency in standards of presentation across the academy and to motivate each individual to present their work in the best possible way.

As well as directly impacting on progress, effective marking and feedback also informs other readers, parents and colleagues of the support and guidance a child has received. This is useful when making accurate judgments on attainment and progress.

Principles that guide our approach to marking and feedback

- Be manageable for the teaching team and accessible for children
- Give praise and recognition for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking where appropriate
- Respond to individual learning needs taking opportunities to mark with the child where appropriate
- Use consistent codes through school
- Ultimately be seen by children as a supportive, positive step to learning

Marking Protocol:

All practitioners should be consistent in their marking as detailed below.

All pieces of work should be marked, (with at least a tick) to show the teacher/adult has read and responded to it.

All children should not be expected to respond to feedback for every piece of work, this should be as and when appropriate with the intention that it should always impact on progress.

Subject Specific Marking and Response to Feedback Protocol

Writing

- All work should be marked underneath the child's writing.
- Marking should relate to the learning objective or success criteria.
- Next steps and 'improvements' should be made beneath the work.
- In KS1 all 'improvements' should be undertaken with an adult. All adults should have consistently high expectations of children when addressing next steps.
- In KS1, where possible, when extended pieces of writing are marked, they will be colour coded with highlighters:
Orange highlighter: The word has been copied from a word bank or off the board
Pink highlighter: Support has been given to the child to spell this word
Yellow highlighter: This shows independent work which can be used for evidence against an objective in line with the Government expected standards

- In KS2 opportunity should be given for children to regularly edit and improve their own work and carry out peer editing, prior to the writing being marked by the teacher.
- Where pupil handwriting and presentation require additional support, pupils will use an exercise book with supported handwriting lines to aid size and letter formation. This will be at staff discretion and will be discussed at annual transition meetings between staff where pupils are changing class.

Mathematics

- All work should be marked and this should relate directly to the learning objective.
- Marking and Feedback should state 'next steps' and incorporate challenge or support where appropriate.
- Response to writing and mathematics marking and feedback:

Key Stage One: Response should always be undertaken with an adult, (to ensure quality), either at the start of the day or during TA/Teacher supported time in the afternoons or within lessons.

Key Stage Two: Children should always respond to the previous days marking, where appropriate, at the start of each maths lesson.

Other Curriculum Areas

- All work should be marked with at least a tick.

Presentation

All English and mathematics books should have a 'Presentation Checklist' and a 'Marking Key' stuck onto the front page. (See appendices)

Subject Specific Presentation Protocol

English

- All adults should mark in green pen.
- Children should edit and respond to marking and feedback.
- In Key Stage 1 the date and learning objective will be stuck into children's books.
- In Key Stage 2 the children will write the date and learning objective into their books, as detailed in the Presentation Checklist.
- Where appropriate, SEN children in Key Stage 2 will write the date themselves, but will stick the learning objective in.
- Worksheets should be trimmed to fit into books.

Mathematics

- All children will stick a 'Steps to Learning' grid at the top of the page.
- Key Stage 1 grids will have the date on.
- Key Stage 2 children will write the number date, as detailed in the Presentation Checklist.

- All adults should mark in green pen.
- Worksheets should be trimmed to fit into books.

Appendices

- Marking key
- Key Stage One Presentation Checklist
- Key Stage Two Presentation Checklist
- Non negotiables



Key Stage 2 Presentation Checklist English

- Use a sharp pencil or school handwriting pen
- Write the date in full on the left, starting at the margin
- Write the learning objective on the next line
- Underline the date using a ruler
- Start writing at the margin



Key Stage 2 Presentation Checklist Mathematics

- Use a sharp pencil
- Write the number date on the left
- Underline the date with a ruler
- Write numbers in squares - 1 digit per square
- Space your workout neatly
- Cross out mistakes neatly with a ruler



Langwith Bassett Marking Key for English and Mathematics

✓ achieved

V verbal feedback given

W working towards

“ ” comments from the child