

Feedback, Marking and Presentation Guidance

Learning Objectives and Success Criteria

Clear and focused learning objectives (LO) and success criteria (SC) should be included in the planning for each lesson.

Learning objectives will be shared with the children and displayed within the classroom – although not necessarily throughout the whole lesson.

Children will be able to state what it is they are learning in all lessons. To this end, there is not a requirement for LOs to be written in the children's books (although there should be a title in the absence of a LO). All staff will talk about the 'learning' within the lesson or series of lessons.

Success criteria should be present in children's books for **extended pieces of writing** in their English or Topic books. This may consist of 3 or 4 points, may be co-created with the pupils and may include a personal development point should that be appropriate.

A blank box will be added to the bottom of the criteria grid to allow space for teacher and pupil comments.

During other work, including Maths, success criteria will be discussed with the children but there is no expectation that this would be recorded in the books.

Please see below for some examples of Success Criteria

15.11.17

Success criteria: we are learning to write in role	My marking	Ms C's marking
I can write about what the character is thinking	☺	☺
I can use feeling words	☺	☺
I can use the correct tense	☺	☺
I can use noun phrases to describe	☺	☺

I will use cursive handwriting.

Success criteria: we are learning to	My marking	Staff marking
I can		
I can		
I can		
I can		
Comment:		

We are learning to create our own Grendel style picture book

I can follow my plan to map out my picture book so it makes sense	✓	☺
I can use capital letters and exclamation marks – e.g. OUCH! SHLURP!	✓	☺
I can use ... to make my reader want to turn the page	✓	☺
I can make the book look attractive and fun to read	✓	☺

I can use ⊕ and: ✓ ☑

Marking

- Staff to mark in blue pen.
- Children to make corrections in a green pen.
- Yellow felt tip to be used to support letter/number formation for the children to trace.
- Incorrectly spelt date to be picked up on.
- Incorrectly formed numbers/letters to be picked up on.
- Direction comments e.g. 'you did X really well', as appropriate.
- All Maths questions/problems should be marked.
- It is not necessary for teachers to acknowledge all pieces of completed work.
- Children's corrections should be checked by the teacher and if there is a misconception rather than an error, feedback should be given to the child or it should be used to inform future planning.
- See Appendix I for marking symbols.

Feedback

At the Belham, we believe that feedback is an important tool used to create positive pupil outcomes and drive future planning. The type of feedback given to pupils will vary according to age group, subject and task. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Recent research has suggested that extensive written marking, such as 'triple marking', is both time consuming for the teacher and not the most effective way to deliver feedback. Instead, teachers should concentrate on feedback which is *meaningful, manageable and motivating*, and consider using the following range of techniques:

- **Live marking/feedback** Give immediate feedback within the lesson.
- **Live sampling** Select a sample of work and mark it in front of pupils (using a visualiser/Apple Air Play) so pupils see how work is corrected, enabling them to make amendments to their own work.
- **Self/peer-assessment** Pupils are taught to how to assess/edit their own work and how to give effective feedback to other children.
- **Whole class/small group feedback** Teachers scan work and if there are common misconceptions, this is addressed at the start of a new lesson or with a small group as appropriate.
- **Prioritise key pieces of work** In planning, identify which pieces of work should be prioritised for more detailed feedback.

Feedback should be relevant to the LO/SC and should be clear and concise. Developmental questions can be used as appropriate. The marking symbols should be used, which will reduce the need for lengthy feedback.

Evidence based research:

[Eliminating unnecessary workload around marking](#)

[EEF Marking Review](#)

[London South TSA Mark Less, Mark Better!](#)

Presentation

All work to be titled in the absence of a learning objective.

The long date will be used in English books and for extended pieces of writing (at an age appropriate level). The short date can be used at other times. Write the date on the top line, leave a line, write the title/LO and underline both using a ruler.

No handwriting or grammar worksheets to be stuck in. Neat, joined (when age appropriate) handwriting to be promoted and praised. Follow Letter-join handwriting scheme (see Handwriting Policy).

Letter/number formation to be corrected in all subjects using a yellow pen. Children to trace over letter/number.

Children's mistakes to be scored through with a single line using a ruler. No rubbers to be used unless for space work, e.g. illustrations or Maths shape work.

Should children display poor presentation (scribbling, doodling), this will be circled and VF (verbal feedback) written beside to show that this has been discussed with the child. If children have drawn on the cover of a book or on the label, this will need to be covered/replaced and pupils will need to speak to a member of SLT.

Photographs to be purposeful, this could include comments from the children. Use cropped, small images, not A4 photos.

Topic pages (small) for RE, English, Topic, Science, Sketch Book. This should be a quick stick in exercise rather than the focus of an entire lesson.

Careless mistakes (e.g. no capital letter for names) in published pieces of work which have undergone the editing process should be corrected neatly.

Handwriting

See Handwriting Policy for guidance.

Letter-join handwriting scheme to be used and pre-cursive/cursive handwriting to be encouraged.

From Year 2 to Year 4, children to use English/Topic exercise books with handwriting lines.

Children who struggle with letter formation in Year 5 may still use exercise books with handwriting lines (to be reviewed in Summer 2020).

All children in Key Stage 1 should write in pencil. All children must gain their 'pen licence' to write in pen from Year 3. Children should show that they can join their writing and show pride in the presentation of their work before they are awarded their pen licence. Some exceptions may be made.

Thin tipped whiteboard pens to be used in Key Stage 2.

Key Stage 1	
✓	Tick - correct
(C)	Check your work: this could be next to a Maths question or a word/phrase that doesn't make sense
(Sp)	Spelling
(P)	Missed or incorrect punctuation
/	Finger Space
↓ 9	Yellow felt tip used for correct letter and number formation. Children should trace over the top.
☐ or ☁	'Next step' comment. Child to tick once completed.
(S)	Supported by an adult (with additional comments if necessary).

Key Stage 2	
✓	Tick - correct
(C)	Check your work: this could be next to a Maths question or a word/phrase that doesn't make sense
(Sp)	Spelling
(P)	Missed or incorrect punctuation
(G)	Incorrect grammar
☐ or ☁	'Next step' comment. Child to tick once completed.
(S)	Supported by an adult (with additional comments if necessary).
SA	Self-assessment
PA	Peer assessment