Ark John Archer Primary Academy
MARKING & PRESENTATION POLICY

2021 / 2022

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Purpose

The core purpose of marking and feedback at Ark John Archer is to support pupils to aim high, to persevere when they face challenges, to make good progress in their learning and to achieve the outcomes they aspire to (and beyond). Through a continuous and open dialogue between pupils and teachers, pupils take ownership and responsibility for their learning, equipped with the knowledge and understanding of their strengths and next steps.

Through our marking and feedback approach, our teachers:
- Assess what pupils have understood, retained and applied. They identify gaps and misconceptions in pupils' learning, identify next steps for progression and plan to address these with the diagnostic information in mind.
- Track learning outcomes within lessons, across a unit and across the year, using progression documents and key performance indicators *(KPIs)* to inform progress.
- Provide timely, and often immediate, feedback to pupils to challenge their thinking, address misconceptions, teach next steps and support progress.
- Assess progress, retention of knowledge and application of key skills over time.

Our pupils:
- Assess what they have understood, retained and applied. They identify next steps in their learning and are supported to achieve these.
- Track their learning outcomes and progress within lessons, across a unit and across the year, using key performance indicators *(KPIs)*.
- Respond to feedback, often immediately, and take on challenges to improve their learning and make the appropriate next steps.

Our policy is designed to make marking and feedback purposeful and impactful at all times for both pupils and teachers, with the intention that teachers are able to spend more time planning in response to their assessment, with a thorough understanding of the strengths and next steps of individual pupils and groups.

Together As One

Presentation

At Ark John Archer we intend for all of our pupils to feel proud of their learning and to view learning tasks as a way to demonstrate their achievements. The way in which we set up and structure exercise books, sketch books and online documents should encourage a high outcome of presentation.

- All exercise books and sketch books must be labelled neatly on the front cover with the pupil's full name, class and subject.
- KPI target sheets / Assessment framework sheets should be stuck neatly into the front cover of Writing and Mathematics books. These should be updated at regular intervals in line with assessment tasks.
- SEND targets should be stuck neatly into the front cover of books. These should be updated at regular intervals in line with assessment tasks.

- All learning tasks should be preceded by the date, learning question, success criteria and key vocabulary specific to the lesson.
    - Use of the short date for Mathematics, Art/DT and Science (*e.g. 07.03.19*).
    - Use of the long full date for (*e.g. Monday 7th March 2021*) for English, Reading, Geography and History.
    - Use of the long date in Spanish (*e.g. Lunes 19 de marzo de 2021*).
- In Key Stage 1, the learning question format should be stuck neatly into pupils' books before the lesson. Lower Key Stage 2 teachers should begin to promote independence with pupils sticking these in at the start of lessons.
- In Upper Key Stage 2, pupils write the date and LQ neatly in their books.
- Where tasks are completed on a worksheet, the learning question should be imbedded at the top of the page in the same format. All worksheets should be stuck in neatly, without overlapping the page.
- In Writing, cold tasks should be marked with a blue dot (sticker), hot tasks with a red dot (sticker).

- All work should be completed in the pupil's neatest handwriting. All modelling in class exemplifies *what good looks like* for pupils. Pupils begin writing with a pencil and should secure a good pencil grip. Once confident with cursive writing, pupils present examples of their work to the English Lead, in order to receive a Pen Licence and a handwriting pen.
- In Mathematics, pupils should write one digit per square and use the gridlines to support their drawing of shapes, graphs and tables. For writing words, pupils should *not* use one square per letter.
- Pupils should not use erasers and should be taught to draw a straight line through their mistake before correcting. Pupils should not doodle / scribble on their books.
- All straight lines should be drawn using a ruler.

Marking and Feedback

- Where a pupil has provided a correct response or has achieved the success criteria, examples of this should be highlighted in **green**.
- Where a pupil has made a mistake, is demonstrating a misconception related to the learning question or could be challenged to improve their written outcome further, this should be highlighted in <mark>yellow</mark>.
- Teachers use a **purple** biro for written comments and marking symbols.
- There should be a good balance of green and yellow feedback on a piece of work, demonstrating both celebration of success and next steps to progress learning.
- Teachers should aim to give verbal feedback and next steps to pupils during the lesson, with pupils responding and acting upon their next steps within the lesson. Pupils should respond to all marking, to support progress and demonstrate understanding.
- With support (w/s) and Independent (i) symbols should be used where necessary to support teacher assessment, demonstrating where support has been given and independent application has followed.
- Marking symbols support pupils to identify and correct their own errors.
- **All** books need to be marked before the next lesson in that subject.

Code	Teacher Feedback
Purple pen	Written teacher feedback and marking. Marking codes / symbols.
Yellow highlighter	Identify area for improvement / correction.
Success	Green highlighter: identify success / what has been done well
(ws)	Question / outcome completed with support
(i)	Question / outcome completed independently (following support)
^	Omission – word or letter
(+)	Add extra detail / develop your response.
(sp)	Incorrect spelling KS1: spelling identified for pupils by underlining KS2: code used in margin on the correct line, pupils identify and correct the error
(P)	Missing punctuation KS1: may be identified for pupils by underlining/circling correct place KS2: code used in margin on the correct line, pupils identify and correct the error

Responding to Feedback and Peer Assessment

Where possible, pupils should respond and act upon their next steps within the lesson. Teachers must allow time each day for pupils to respond to marking prior to the next lesson in that subject; response to feedback is crucial in demonstrating that the marking has supported a pupil in making progress in relation to the objective.

- Pupils use **green** biro to respond to marking. All yellow highlighting or purple pen should be accompanied by a pupil response.
- Pupils should be provided opportunities to self- and peer-assess their work and make corrections based on the feedback received.

Code	Peer / self-assessment
✓	Used in self/peer-assessment to identify a correct response
●	Used in self/peer-assessment to identify an incorrect response
Green pen	Pupils respond to teacher's marking and to peer comments.
Orange highlighter	Pupils annotate and highlight their own learning and reading texts.

Assessment and Tracking

- All children must have a KPI target sheet or assessment framework sheet (Years 2 and 6) stuck in to the front of their books in Writing and Mathematics.
- In Mathematics, when a KPI has been met, teachers date the KPI box using the short date. An independent assessment task is then completed after 2-weeks of teaching to demonstrate that pupils have retained the key skill. If achieved, this is then also dated.
- In Writing, following an end of unit independent write, the piece is assessed against the KPIs and achieved criteria are dated.
- When a new book is started the KPI target sheet should be photocopied and stuck into the new book, leaving the old one in place.
- Teachers should make explicit links for pupils to their KPI targets. KPIs should be used frequently for pupils to self- and peer evaluate their work. They should be able to explain verbally which KPIs and targets they are working on.
- For children working outside of year group expectations, KPI targets sheets can be personalised with KPIs from other year groups.

Policy Review Date: September 2022

Together As One