



Feedback, Marking and Presentation Policy

Whaley Thorns Primary School

Trust Policy Review & Approved by:	Trust Board	Date: 4th September 2024
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List of Associated Policies:		

Version History

Version	Date	Detail	Author
1	04.09.2024	This is the first version of a hybrid policy incorporating both the feedback and marking and the presentation and handwriting policies.	CBU, JCR

Feedback, Marking and Presentation Policy

Introduction

At Whaley Thorns Primary School, we believe that feedback is an integral part of assessment and planning and is an essential tool to accelerate learning via a reactive teaching approach. Feedback, whether given orally or via 'in the moment' marking is used to raise self-awareness and gives focus for the next learning steps, thus improving engagement and raising attainment.

Aims

For the children:

- To give praise, raise self-esteem and encourage children to value their work.
- To ensure a consistent approach to marking throughout the school.
- To give clear strategies (next steps) for improving learning.
- To give continuous and focused communication with the child.
- To raise expectations and standards.
- To allow children to evaluate their own performance.

For the staff:

- To provide constant focused assessment opportunities which will be used to inform planning and in-flight feedback.
- To assess a child's progress against stated learning objectives.
- To inform next steps.


Key principles for marking written work:

- All work, should be marked in accordance with this policy. **Teachers will mark in blue pen.**
- It is the aim that for maximum impact, most of the work will be marked within the lesson and not done remotely.
- Verbal feedback will be given to allow children to move on within the session
- Children should be given plenty of time within lessons to improve their work, address identified misconceptions and edit and redraft work. **Children will do this in purple pen.**
- Opportunities for self-assessment and Peer Marking will be planned for.
- Spelling errors or 'technical' vocabulary, punctuation and grammar will always be corrected in any curriculum area to ensure skills are consistently transferred across subjects and to ensure that expectations remain high in all books.
- Subject specific content marking must also be given.

Presentation:

- Children should write the date on the top line (left). This will be in full written date form from Year 2 upwards and numerically in mathematics.
- A line will then be missed.
- The learning objective will then be written, indicated by abbreviation L.O:
- It will be up to teacher/ SENDCO professional judgement as to whether it is more appropriate for the date and LO to be stuck into books, enabling the pupil to remain focused on the work itself.
- Children will write using pencil, although pen should be used consistently once a child has earned their 'pen licence' (except in maths).
- Children must not write or draw in the margins or on the covers of their books. Books must be cared for, neat and tidy.

Marking Codes:

A circle around a word  = replace with an improved synonym.
They will do so in purple pen.

In EYFS / Key Stage 1- A line under a word or part of a word = This is the part of the word that is not spelt correctly. The child must correct the part of the word above in purple pen.

In Key Stage 2- An 'sp' marking code in the margin. The child must independently find the spelling error within the same line. The child must correct the spelling in purple pen.

In Key Stage 2- An 'gr' marking code in the margin. The child must independently find the grammar error within the same line. The child must correct the grammar in purple pen.

An omission  **in between two words** = indicates that the child needs to add something.



This symbol represents '**Next Step**' for more personalised and specific feedback.

A ● indicates that a calculation is incorrect.

* indicates 1:1 or small guided group work and focused adult input.

Handwriting

At Whaley Thorns Primary School, we teach pupils in Foundation 1 up to and including Year 1 to form letters using clear, legible print. We do not loop or join letters. We teach this in line with **Little Wandle Letters and Sounds Revised**.

From Year 2, we teach “continuous cursive” script. By doing this, we aim for pupils as they progress through Key Stage 2, to be able to focus on the content of their writing and less on the mechanics of forming legible script.

Why choose cursive writing?

Once individual letter formation has been mastered, continuous cursive script also presents an opportunity for the teacher to link the teaching of handwriting to spelling and phonics, training pupils in the formation of letter strings and encouraging pupils to learn these through short, but regular repetition until they can feel the shape of common strings without removing the pen from the paper.

The benefits of teaching cursive script:

- It helps children’s writing to be clear, fluent, legible and fast.
- Having a lead in and out stroke avoids confusion about where to begin letter formation.
- Beneficial for children with poor hand control and for dyslexic children.
- The pen/pencil does not often need to be lifted from the page – this reinforces phonic and spelling patterns.

Continuous Cursive Handwriting Style

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz

Capital Letters

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Handwriting Families – organised according to formation

c family	c o a d g q s f e
l family	l i t u j y
r family	r b n h m k p
v family	v w x z

Planning for teaching handwriting

Context – Handwriting should be an integral not isolated part of phonics, writing and spelling.

Direct teaching – It should be taught through a balance of whole class and small group work but should be taught regularly in the handwriting book when appropriate and transferred into all books consistently once accurate. Staff must be responsive to this.

Practise – Children need specific opportunities in school and at home to practise and reinforce good handwriting habits.

Application – The skills learned will be transferred into all writing. Staff must monitor this closely and respond to any inaccurate application.

Teacher routines for handwriting

Handwriting should be taught every day as an integral part of lessons. Children who need additional support with handwriting should receive a timely, focused handwriting intervention to allow them to 'catch up'. Should there be need for full class discreet lessons, this will be up to the class teacher's professional judgement.

It is imperative that teacher's writing models the correct style. Key Stage 2 staff must all model the correct cursive, joined script at all times (both in the environment and when marking).

Cursive Writing Rules!

- ✓ We do not join capital letters
- ✓ We start each letter on the line

- ✓ We do not take our pen from the paper until we get to the end of the word. We go back and cross t's and dot i's

What we are aiming for

- We are aiming for pupils in Years 3, 4, 5 and 6 to be able to write sufficiently fluently and legibly to be able to focus on the content and not the mechanics of forming letters and words.
- We are aiming for most children by the time they leave Year 2 to have begun to develop a consistently joined handwriting style.


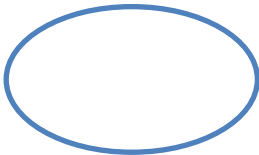


Pen Licences

- From Year 2, children can earn a pen licence,
- To gain a pen licence, children demonstrate consistently in EVERY book either:
 - a neat cursive style, showing consistency in letter size and spacing
 - a printed style with consistency in spacing and letter size (and be working towards joining)
 - SEND and writing in the very best printed or cursive style for them
- Senior Leaders can award pen licences
- Pens can subsequently be used in all books except maths
- Pens can be taken away if a pupils' standard of handwriting slips from the expected standard

Monitoring:

- We will ensure that these guidelines are being used consistently throughout the school by regular sampling of marked work. This will be carried out by the Senior and Subject Leaders. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

Feedback and Marking

	<p>Great example! Correct answer.</p>
	<p>Please choose a better-quality word.</p>
<p>ea sweet</p>	<p>Correct the spelling of the word or the underlined part.</p>
<p>sp</p>	<p>You must independently find the spelling error within the same line.</p>
<p>gr</p>	<p>You must independently find the grammar error within the same line.</p>
	<p>Add something here. A word is missing.</p>
	<p>Your teacher wants you to improve your work further.</p>
<p>*</p>	<p>1:1 or small guided group work and focused adult input.</p>

