

Bierton CE Combined School

Marking and Presentation

Policy



'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'

Matthew 5:16

Date: July 2022

Date of Review: July 2023

Our Vision

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves; their peers and their community. We are all different; we are all unique; we all have strengths. We want our children to find their light and let it shine; and let God and ourselves be proud of who they are.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'
Matthew 5:16

Rationale

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:

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

Introduction to learning

Every lesson will begin with a question (LQ) and the success criteria (if this is not generated collectively with the children in the lesson). All lessons will encourage children to consider the knowledge, skills and understanding that they are learning.

Opportunity for challenge

In every lesson, children will be appropriately challenged in the form of mini challenges, deeper thinking questions or an additional task so that all children have the opportunity to achieve their potential.

Pupil articulation of learning

Children should be able to answer the following questions in lessons:

- 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?

Providing feedback to pupils

At Bierton CE Combined, 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.

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 and 'Talk tactics' to ensure that all pupils are involved in the feedback process.

Talk Tactics:

Instigate – Present an idea or open up a new line of enquiry

Probe – Dig deeper, ask for evidence or justification of ideas

Challenge – Disagree or present an alternative argument

Clarify – Ask questions to make things clearer and check your understanding

Summarise – Identify and recap the main ideas

Build – Develop, add to or elaborate on an idea

Presentation

To ensure that we encourage our children to take pride in their work, we will continue to use

P- the presentation does not reflect what the pupil is capable of

P= the presentation reflects what this pupil is capable of

P+. the presentation is better than what is 'usual' for this pupil

During a lesson or at the end of a lesson, an adult needs to complete the presentation column on the contents page. If a pupil receives three P+ in a row, they receive 5 Dojo points. If a child receives 3 P- in a row, they stay in at break or lunch to re-do the piece of work.

The following presentation guidelines must be implemented by all staff. Samples of children's books will be routinely monitored to check these guidelines are adhered to:

- The cover of all books should have a sticker with: – Child's name – Book title
- There should be no graffiti on any book
- All worksheets need to be trimmed so they don't overlap pages or stick out
- Where a child has missed a lesson, the reason should be recorded e.g. Intervention, or PA (pupil absent) with short date
- Where lessons have been taught by a Supply Teacher this should be recorded as ST
- All marking should follow the agreed Marking & Feedback Policy and staff should model school handwriting.
- Where pupils have developed accurate letter formation and been awarded their Pen Licence, they should use a blue handwriting pen for all written work apart from Maths.
- One line should be drawn through any mistake
- Rubbers to be used with discretion but only on rare occasions, as rubbing out does not allow for the monitoring of progression

Marking

All teachers should mark using **purple pen**; all teaching assistants should mark using **black pen**.

At Bierton CE Combined 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 outside of the lesson. A lengthy next step is not necessary as misconceptions will be addressed in the next lesson.

In addition, Dojo points, WOWs, stickers, Headteacher award should be rewarded where necessary to indicate who has worked extremely hard and has shown great progress within a lesson.

Marking Approach to Maths

Maths No Problem Workbook

Within the lesson, adults or children can mark the pupil's work. After ten (or so) minutes independent work, teachers need to display answers on the board for children to self-mark their work so far neatly. Teachers to set expectations at the start of the year for how to tick their work neatly. Pupils need to tick and complete any corrections in green pen. At the end of the lesson, teachers need to display the rest of the answers and children complete their self-marking. During the lessons, adults need to go around

marking and addressing any misconceptions/ gaps in pupils' learning. Any modelling by an adult needs to be modelled in the pupils' book and not on a whiteboard. The only expectation for teachers after the lesson is to complete the contents page. Where intervention is given by an adult, the following key needs to be marked next to the pupil's work.

Key	Reason
V	Verbal feedback was given
M	Manipulatives were used to support learning
C	Challenge given

Number formation

The Maths team have created a number formation sayings resource for consistent approach across school. Incorrect number formation needs to be picked up and addressed within the lesson. Adults need to model correct formation with an orange highlighter in pupils' books for the children to go over in pencil and then complete at least 3 further examples. In KS1 (and KS2 where needed), teachers need to have sayings/ number formation mats on pupil's tables.

Math's Journals Expectations

Maths journals replace the need for whiteboards. Children need to write the short date and underline it. If they have used less than half a page in the previous lesson, the child needs to draw a line with a ruler across the page and then complete that day's work underneath. If there is less than half a page of space left, the child starts on a fresh new page. During the lesson, the expectation is for the pupil to mark their work (or an adult) within the lesson. If the work is not marked within the lesson, the class teacher needs to mark the work after the lesson. Where intervention is given by an adult, the same key as the workbook needs to be used. If the child completes a Guided Practice activity, they need to write GP next to the short date.

Chapter Formative Assessments (see appendix 2)

At the start of a unit, teachers need to create a chapter overview sheet. These need to be kept in a file in your classroom. The chapter overview sheets need to be completed at the end of each lesson: highlighting whether pupils have fully, partially (have needed adult support or have a developing understanding) or not met the learning question.

End of chapter reflections (see appendix 1)

These need to be stuck in prior to starting a workbook. At the end of each chapter, children complete a review. At the end of the lesson, pupils write 1, 2 or 3 (linked to learning pit) how successful they feel they have been in the review. After the lesson, teachers mark the reviews and then complete the reflection sheet with their score and make note of any gaps to inform future planning. Teachers highlight pink, orange or green based on their score. These are then referred to with the pupils at the start of the next lesson. There are also revision quizzes for the pupils to complete. Teachers/ pupils will follow the same process as above.

Please note, reviews should be completed independently under test conditions directly after the pupils have finished that chapter of work.

Marking Policy Approach to Literacy

Reception

For every Literacy lesson, teachers need to create a sheet which has the short date and the LQ written on it. Teachers will indicate whether a child has worked independently by circling a green stickman, with an LSA by circling a black stickman and with the teacher by circling a purple stickman. Teachers will have the following symbols on the sheets and indicate whether the child has achieved the elements by circling the symbol in purple pen.



Years 1-6

Contents page for the unit (see appendix 3)

At the start of each unit, teachers need to create a contents page covering all of the LQs within the upcoming unit of work. At the end of the individual lessons, children will write the short date next to the LQ and self-assess on how successful they feel they have been in the lesson: LP1 = still in the learning pit; LP2 = on the way out of the learning pit; LP3 = out of the learning pit. After the lesson, adults need to highlight the LQ based on how successful they have been: pink = achieved the LQ; orange = partially achieved the LQ; green = not achieved the LQ.

HLTA expectation – same as above

Sentence stacking lessons

Within the lesson, all children will receive feedback within the lesson. Adults need to highlight elements linked to LQ in pink and any basic errors in green (based on their current ability). During the lesson (or afterwards if no time), teachers add P+, P= or P- for presentation on the contents page. At the end of the lesson, children write LP1, 2 or 3 next to the LQ on the contents page. Teachers highlight according to how successful they have been – see section above.

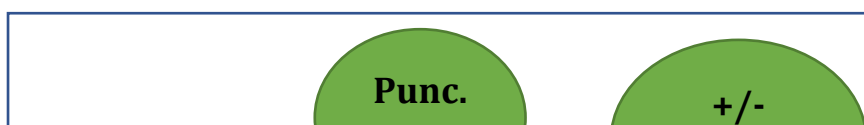
HLTA expectation – same as above

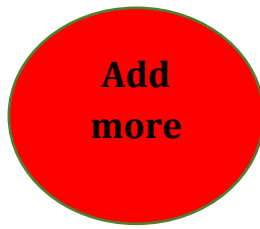
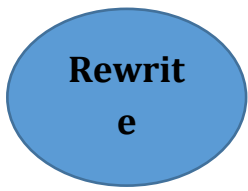
Independent writing lessons

During the whole-class teaching element of the lesson, teachers model two paragraphs based on the plan. Teachers must then hide the model. Pupils work independently for the rest of the lesson. Teachers need to use timers for the different plot points – children can't move on until the teacher permits them to. Learning support assistants can work 1:1 with SEND children but this needs to be different children each time otherwise they never get the opportunity to write independently.

Children write these pieces in their independent books (best books). After the lesson, teachers mark the independent work using the independent marking grid which will guide the children in their editing lesson(s). You do not need to highlight children's work after the lesson; teachers only need to tally against the marking grid.

Independent Marking Grid





HLTA expectation – to complete this marking during before/ after school preparation time or PPA time

Marking Approach to foundation subjects (appendix 4)

For all subjects, teachers need to create a contents page of LQs at the start of a unit of work. At the end of the lesson, children need to write the short date and LP=1,2 or 3 next to the relevant LQ. During the lesson (or afterwards if no time), teachers add P+, P= or P- for presentation on the contents page. After the lesson, the teacher needs to acknowledge the work and highlight the LQ according to how successful they have been: pink = achieved the LQ; orange = partially achieved the LQ; green = not achieved the LQ.

Evaluative Learning

Reflections

In every lesson, children identify where they are in the learning pit. Eg. LP = 2 on the contents page. This would mean that the child felt at the end of the lesson that they were beginning to climb out of the learning pit but hadn't quite reached the top.

Children will also receive regular opportunities to peer assess in lessons to help support one another on their learning journey.

Independence

We have a wealth of experience at Bierton: Teaching Staff; Learning Support Assistants and Trainee Teachers. It is important that all pupils, despite their educational need, work independently at regular points throughout the week. This will ensure that they do not become over-reliant on an adult's support.

Support

All children need to have an opportunity to work with an adult at least once a week in each subject. This would consist of five minutes 1:1. When an adult works with a child, all modelling must be in the pupil's book to demonstrate what support took place.

Appendix 1

Name:	Class:	Textbook: 2A
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Review (Page)		Child reflection / teacher reflection	
Number of questions:			Count from 0 to 100
Score:			Read and write numbers from 0 to 100
Notes: Count backwards from 10 to 0			Compare numbers to 100
			Arrange numbers in order to 100
			Complete number patterns.

Chapter 2: Addition and Subtraction			
Review		Child reflection / teacher reflection	
Number of questions:			Add numbers
Score:			Add numbers when I have to rename
Notes:			Subtract numbers
			Subtract numbers when I have to rename a 10 into 10 ones
			Add three numbers together

Chapter 3: Multiplication of 2, 5 and 10			
Review		Child reflection / teacher reflection	
Number of questions:			
Score:			
Notes:			

Chapter 4: Multiplication and Division of 2, 5 and 10			
Review		Child reflection / teacher reflection	
Number of questions:			
Score:			
Notes:			

Chapter 5: Length			
Review		Child reflection / teacher reflection	
Number of questions:			
Score:			
Notes:			

Chapter 6: Mass			
Review		Child reflection / teacher reflection	
Number of questions:			
Score:			
Notes:			

Chapter 7: Temperature			
Review		Child reflection / teacher reflection	
Number of questions:			
Score:			
Notes:			

How can I use verbs, adverbs, adjectives and synonyms to write effective sentences for a story?			
How can I use synonyms, subordination (if) and inner thoughts to write effective sentences for a story?			
How can I use drama techniques to re-enact the capture of a dragon?			
How can I use prepositions, sounds and 'noticing' to write effective sentences for a story?			
How can I use adverbial phrases, questions and adverbs to write effective sentences for a story?			
How can I use conjunctions (but, because), contracted forms and inner thoughts to write effective sentences for a story?			
How can I use commands, subordinating conjunctions (when) and adjectives (final position) to write effective sentences for a story?			
How can I use subordinating conjunctions (that), similes and smells to write effective sentences for a story?			
Independent story writing			
Independent story writing			
Independent story writing			
How can I edit my independent writing?			

 **Child has achieved the LQ**

 **Child has partially achieved the LQ**

 **Child has not met the LQ**

Appendix 4

Art & Design

Year 1 – Formal elements of art

Learning Question	Short date	LP = 1,2 or 3	Presentation
How can I create a piece of abstract art – inspired by Beatriz Milhazes			
How can I create different types of lines?			
How can I explore line and mark-making to draw water?			
How can secondary colours be made by mixing primary colours?			

How can I mix colour to create my own version of the artwork '0-9' (Jasper Johns)			
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 has achieved the LQ

 has partially achieved the LQ

 has not met the LQ