

SUTTON ST JAMES COMMUNITY PRIMARY SCHOOL

PRESENTATION, MARKING AND FEEDBACK POLICY – September 2011

Purpose

This policy has been drawn up to ensure that children receive feedback on how they can improve their learning. It is intended to accommodate the specific needs of individual children by giving feedback in a way that is appropriate to the child at that particular point in their learning.

Principles

- Whenever possible, teachers should attempt to give high quality immediate (written or verbal) feedback to pupils. It is acknowledged that written feedback will be less effective than verbal for the majority of children.
- Formative assessment and pupil self assessment should inform which pupils' books will be scrutinized closely by the teacher. Appropriate action should be taken by the teacher to address the next steps in learning at the earliest opportunity.
- Feedback (written or verbal) should reflect the success criteria of the lesson or earlier related learning steps that have been identified through assessment as a weakness.
- The methods of feedback given must be appropriate to the child and may vary over time.

Guidelines for adults

1. Mark with any pen but red.
2. Correction should be used with discretion. Incorrect use of capital letters should be shown by circling the letter. // shows where new paragraph should begin ° shows where full stop should be.
3. All written comments must conform to the current handwriting style taught in school.

Guidelines for pupils

1. Date to be written by adult or child as appropriate at the top of the page.
2. Title and/or learning objective to be written on the line beneath the date (adult or child as appropriate).
3. All lines to be drawn using a ruler.
4. A line should be drawn to rule off a piece of work when a new page is not started.
5. Standards of literacy should be reflected in the written work within foundation subjects.
6. Date should be written in figures in numeracy books.
7. Children cross out errors with a single line; erasers are discouraged.
8. Independent work to be distinguished by an "I" within a circle.
9. Focus Group to be distinguished by a "FG" within a circle.
10. Teaching Assistant support to be distinguished by a "TA" within a circle.

Signed.....

Date

Review Sept 2013