Weston Village Primary School

Feedback, Marking, Presentation and Editing Policy

Version 1

Staff/ Committee involved in development:	Thomas Cutts
For use by:	All staff, supply teachers, agency staff and trainees
Policy relates to statutory guidance:	
Key related policies:	Curriculum Policy
Reviewed by:	SLT
To be reviewed in the light of operating experience and/or changes in legislation	

**Presented to the Full Governing Board
on 18 November 2024 and subsequently approved and adopted on the same date.**

Carol White, Chair of the Full Governing Board

Signature: _____

Date: _____

Contents

Feedback needs to be given as soon as possible to be effective:

> *".....learning is like quick drying paint. You have only a short time to correct the mistake or let it harden into permanent error."*

Rogers J (1989)

Introduction

At Weston Village Primary School, we strive to provide all pupils with timely and purposeful feedback that furthers their learning. Teachers and Higher-Level Teaching Assistants (HLTAs) are expected to gather feedback in a way that enables them to adjust their teaching promptly and effectively.

1. Feedback and Marking

1.1 Feedback

Feedback to pupils is essential, as it tells them what they have done well, and what they need to do to further improve. Feedback should help children to become reflective learners and to close the gap between current and desired performance. Feedback must be actionable, specific, and timely. Immediate verbal feedback is prioritised to ensure that pupils receive guidance during the learning process, allowing for immediate correction of misconceptions. We have an agreed code for marking for each key stage, and this ensures that marking is consistent across the school.

At Weston Village, we fundamentally believe that the core principles of feedback and marking are:

- To further children's learning
- To be accessible to all children, therefore feedback should be age-appropriate and understandable for each child.
- To be delivered closest to the point of action
- Teachers should ensure that feedback given is evidenced by improvements in pupil work, indicating that the feedback has been acted upon.
- All pupils' work should be reviewed by Teachers/HLTAs (as appropriate) at the earliest possible opportunity so that improvements will positively impact future work. When work is reviewed, it should be acknowledged in books. At the very least, we use a tick to indicate that work has been reviewed.
- In maths, the teacher may take the class through the answers as part of the teaching process. It will always be necessary for the teacher to review the children's achievement in order to plan appropriate next steps.

1.2 Marking Strategies

A variety of marking strategies may be used including;

- **Focused marking** by the teacher concentrates entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed so that gaps are closed between achievement and potential achievement.
- **Self-marking** of closed tasks should take place if appropriate. Children may mark their own or each other's work against an answer key e.g. Power Maths. Children should also be taught explicitly to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. Where appropriate, they should check and improve their rough drafts themselves, or through 'talk partners' prior to writing out a final draft. The editing and revision procedures and strategies are contained within this policy.
- **Peer-marking** where pupils are trained to evaluate a partner's work, identifying successes against learning objectives and looking for points for improvement.

1.3 Subject-Specific Feedback Strategies

English

- After extended writing tasks, use whole class feedback to share common strengths and areas to improve.

    o Show examples of good writing.

    o Discuss common mistakes and how to fix them.

    o Encourage pupils to edit/revise their work.

- Teach pupils to use success criteria for self-checking and peer assessment.

- Identify common grammar, spelling and punctuation errors and encourage self-correction.

- Use marking code for common errors.

- Don't mark every spelling/punctuation mistake; use judgment.

Maths

- Give immediate feedback (live marking) during lessons as much as possible; keep your green pen handy.

- Use ticks and crosses for correctness.

- Encourage pupils to mark their own work.

- Review books to catch errors early.

Foundation Subjects

- Offer feedback during lessons to guide creativity and correct techniques.

- Use written feedback when needed to address learning gaps.

- Maintain focus on presentation, grammar, punctuation, and spelling and use marking code

- Encourage pupils to give feedback to each other.

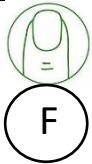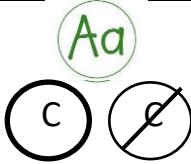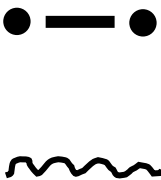**General Tips for All Subjects**

- Make sure feedback is clear and linked to learning objectives.

- Avoid writing repetitive comments in several books; use whole class feedback when possible.

- Use the marking code consistently with green pen for teachers and purple for pupils.

- Encourage and provide time for pupils to read, understand and act on their feedback.

- At the very least, place a tick on a child's work to acknowledge it has been reviewed.

- Ensure that children use strategies including dictionaries, word books, phonics sound mats in books and on desks to support spelling at all times.

1.4 Whole-Class Feedback Approach

- For use following extended writing in English and in foundation subjects as appropriate

- Review all pupils' work

- Look for common strengths and areas needing improvement, such as structure, grammar and content.

- Start with positives linked to success criteria, such as creative ideas, good vocabulary etc

- Share examples of strong sentences or paragraphs.

- Discuss common errors like spelling, grammar, punctuation or structure and how to correct them.

- Use specific examples if necessary

- Allow pupils to ask questions about the feedback.

- Ask pupils to reflect on their writing and make any improvements or corrections.

1.5 Marking Code for EYFS and Year One

Moving from green to black codes towards the end of Reception

	Full stops		Finger spaces		Upper/lower case letters used incorrectly
e.g. **o**	**Letter formation** *Rewrite incorrectly formed letter for child to copy and practise, with . and arrow to show the start point and direction of formation*		**Listen for sounds/use sound buttons** **Tricky words**	**Sp**	**Spelling mistake**

Marking Code from Year Two (as above plus the following)

/	New line	//	Paragraphs	～～～	Lacks meaning, including missing words, incorrect tense

2. Presentation

- Handwriting skills progress from forming letters to joining them and ensuring size and spacing are consistent. This is detailed in our trust writing assessment framework.

- Pupils should always do their best handwriting in all pupil books including draft books.

- If pupils can't meet the handwriting standards for their year, they might not be writing at the expected level, with some exceptions.

- Align dates and titles to the left of the page.

- Write the short date (e.g., 27.02.2025) in maths books.

- By the summer term of Year 1, write the long date (e.g., Monday 27th February 2024) in English and other books.

- Write a title as a 'Can I…' question about the objective for all work (except Power Maths tasks).

- Titles should be written by pupils from the start of Year 2 onwards, with children writing them towards the end of Year 1.

- Follow the "DUMTUMS" method: Date, Underline, Miss a line, Title, Underline, Miss a line, Start writing

- Use a ruler for underlining.

- Keep pencils sharpened for writing and drawing.

- Use black Bic ballpoint pens; pupils can bring their own similar and appropriate pens. Teachers will decide on writing tools.

General Principles

- All books to contain a copy of the marking code.

- All English books to include an example of the child's best work from the previous year and a title page for each new unit.
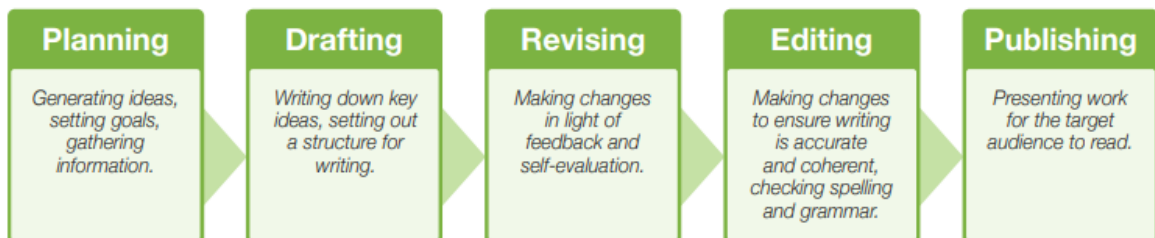
- Knowledge organisers to be used in all year groups from the summer term in Year 1 onwards. Prior to this, relevant knowledge to be displayed in the classroom environment. Knowledge organisers should be stuck into books at the start of a unit (both pages on one side of A4), with the exception of maths knowledge organisers which should be kept in maths folders.

- Follow the foundation subject assessment procedures.

- No longer use the KWL grids.

3. Editing

3.1 What is editing?

- The Education Endowment Foundation (EEF), 2020, defines the writing process as such:

Figure 11: The writing process

Planning	Drafting	Revising	Editing	Publishing
Generating ideas, setting goals, gathering information.	Writing down key ideas, setting out a structure for writing.	Making changes in light of feedback and self-evaluation.	Making changes to ensure writing is accurate and coherent, checking spelling and grammar.	Presenting work for the target audience to read.

- Planning, drafting and publishing are an integral part of the writing process at Weston, built into the scheme of work.
- When improving writing, there should be a clear distinction between what is meant by 'revising' and 'editing'.
- Revising
This is the making of changes to the content of writing in light of feedback and self-evaluation. Pupils can be supported to re-read their writing to check whether it makes sense and whether their writing goals have been achieved. Ideas or drafts can also be shared with peers or adults for feedback.
- Editing
This is making changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assume greater importance and pupils will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it.
- If revising is to take place, then editing should always follow it, not precede it.

a. Why should children revise and edit their writing?

- The National Curriculum explicitly refers to editing:
- By the end of KS1 children should be making *'simple additions, revisions and corrections'* in their writing.
- By the end of KS2, the editing requirements of the curriculum become more varied, focussing on children editing and evaluating by *'assessing the effectiveness of their own*

and other's writing' and *'proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.'*

- These statements demonstrate that as the curriculum moves from KS1 to KS2, children evolve from solely proofreading to reflecting on a piece's overall composition and effectiveness, its purpose and audience.
- Revising and editing is a skill not just for writing but one that will help children in all subjects and in future study, allowing them to build resilience in receiving feedback; develop resourcefulness in finding the tools needed to help them and become constructive in the feedback they can offer others.

b. How do we ensure that editing is effective?

- It is important to consider the following in order to ensure that editing is successful:
  o Time. Editing needs to be planned for and incorporated into lessons and the timetable.
  o Children can also often see editing as an admission of failure, resulting in many being reluctant to go back and reread their work once an initial draft has been completed. They should be supported to see that revision and editing are important parts of the process.
  o Revision and editing can be an extremely overwhelming tasks and children need to be taught how to do this precisely and see models of this being done well.
- <u>Whole school approach</u>
  As such, we have a whole-school approach, with similar approaches applied throughout the school. This whole-school approach includes the timetabling of editing.
- <u>Re-reading through different lenses</u>
  We also have a clear approach to 'rereading through different lenses'. This means that children only focus on narrow and clearly defined areas for improvement on each re-read. For example, the first reading could be to focus on spelling and omitted words; the second on punctuation and word choice and the third on an aspect of composition e.g. tense, adverbials or pronoun consistencies.
- <u>Modelling</u>
  Just as children need to hear their teachers read every day, they also need to see their teachers write every day and part of this is modelling writing behaviours, focussing on proofreading and composition. A range of revision and editing strategies are modelled as part of this daily provision. These strategies include: linking writing back to the learning objective and success criteria; underlining key skills when they are used; deliberately making mistakes and correcting them; asking children for feedback; thinking aloud and externalising creative writing choices; stepping back and rereading the shared write as a whole; thinking about audience and purpose; crossing out certain words and choosing more effective ones; and extending oneself with challenges. The expectation is that when children return to their own work, they will mimic these writing behaviours.
- <u>Feedback and marking</u>
  This plays a critical role as it praises the work children have accomplished and directs them towards making improvements. Marking needs to direct children to proofreading errors – whether it be spelling, omitted words, punctuation or grammar – and direct them to reflect on the composition and effectiveness of the piece. Impact feedback, either at the point of learning, through whole class feedback or via individual written comments, which ask questions such as, 'could you redraft this paragraph using a wider range of adverbials?' or 'could you think about using more exciting verbs here?' go a long way to

encouraging children to think about overall composition. In KS2, this could include encouraging children to rewrite certain paragraphs, cutting their redrafts out on flaps of paper to stick in the margin of their book over their original draft.

c. When and how?

- Children are expected to write and apply age-appropriate writing skills to their writing across the curriculum. All of the revision and editing principles apply across the full curriculum although revision is far more likely to occur in English writing lessons, with editing far more common across the wider curriculum.
- Throughout a unit of writing, teachers will create opportunities for revision and editing through a narrow lens, supported by effective feedback and modelling. Generally this will form part of a lesson.
- There will be occasions, generally following the drafting of an extended piece of writing, where children will benefit from extended revision and editing time. This will support their assimilation of these processes and their capacity to complete these processes with increasing independence. These lessons will incorporate 3 to 5 different rereading lenses and will be set up as editing stations.
- These editing stations will each focus on one specific rereading lens, e.g. proper nouns, commas for clauses, their/there/they're, apostrophes for possession, spelling.
- Tables/areas in the classroom will become the stations and contain the relevant supportive materials, e.g. prompts, spelling lists and word banks. The use of the stations will be modelled by the teacher who will then target support as the children engage with the stations, spending an appropriate amount of time at each (5-10 minutes), before rotating to the next one. An alternative approach is to rotate the resources, with the children remaining in their seats.
- All revision and editing by the children will be completed in purple pen.
- The rereading lenses may include the following:

Revision 1: Rewriting
- o Improve vocabulary (provide lists, descriptosaurus, thesaurus)
- o Provide questions as prompts to add detail or for clarification
- o Provide punctuation checklist (children tick what they have used and try to add what they don't have)

Revision 2: Reimagining

Rewrite sections or paragraphs with a focus on:
- o Impact of writing
- o Atmosphere
- o Plot
- o Meaningful description of character and setting
- o Sentence order and construction
- o Fluidity
- o Removal or improvement of specific words, speech, sentences, phrases or contradictions

<u>Editing</u>

- o Capital letters and fullstops
- o Spellings (provide mats or dictionaries)
- o Missing words
- o Check for sense (reading aloud, even in a whisper, helps)
- o Letter formation/handwriting
- o Incorrect or missing punctuation

4. Monitoring/Evaluation

The implementation of this policy will be monitored through:

- Work scrunity/book looks (can we see evidence that the policy is utilised correctly and consistently?)
- Monitoring of teaching and learning (are children encouraged to 'self-assess' or 'mark' their work in relation to the success criteria/learning objective?)
- Pupil voice (can children talk about what they are doing well and how they can improve?)

This will be undertaken by

- Staff through peer assessment
- SLT and subject leaders
- School Improvement Partners and Ofsted.