

Toll Bar Primary

Oral and Written Response and Presentation Policy

Rationale

Written and oral response is an important aspect of the assessment process. It congratulates effort and success in terms of the Learning Objective. This policy is therefore integral to our policies on assessment, record keeping and reporting. Positive response is seen as helping us to encourage pupils self esteem and self-assessment.

Oral and written feedback is an essential part of the learning process as it informs children of the teacher's satisfaction and expectations and helps the child to understand what is needed to improve. This helps the children to focus on achieving their target and reaching the next level.

What should be marked?

All children's work will be discussed with them in either a written or spoken dialogue. A formal mark or comment will record spoken dialogue. Other marking may involve adaptations or corrections which may then form the basis of re-drafting which may be checked but may not be marked. Teacher and child must be clear about the purpose of the re-draft. Some work may be copied out for display and this establishes standards of presentation and encourages pride in their work.

Marking

Teachers will be aware of the individual needs of the child and will be able to make comments, which are appropriate to the stage of development. An agreed policy will be used consistently throughout school. Children will have time to improve their work after marking or discussion.

Presentation

Equipment

- School will provide all writing equipment
- Children in KS1 will use pencils
- Pens will be introduced in YR3 when handwriting is correctly formed
- Rubbers will not be used
- A neat cross will be used if a mistake is made
- Berol handwriting pens are preferred, except in the case of some left-handed children

Paper and books

- Plain paper is used for children in F1/2, except for handwriting practice
- Writing books will be used to show progression throughout the year
- When plain paper is used in other years, guidelines will be used
- Loose paper must have child's name and the date on

Good Practice

- Posters in each class to display each agreed symbols
- Staff to use agreed contrasting colour
 - black pen when written in pencil
 - blue pen when written in black
- The date should be written in words in writing books or on paper
- Children should be taught to write across the whole line
- Children should write on the right hand side of the book leaving the left hand side for comments and corrections and also practice phonemes
- Learning objective should be stated at the top of the page in KS2 in some work
- Agreed symbols to be used in KS1 and KS2
- A reasonable number of amendments and corrections for each piece of work.
- Marking to be handed back quickly and used to encourage discussion of the work with the child, group or the class
- Knowledge of individual children along with our professional judgements means that our marking will sometimes be selective in order to foster positive attitudes in the children.

Agreed Effective Feedback

We need to think carefully what we give children as action points in order to close the gap. Points which start 'remember to....' are unlikely to lead to improvement as most children will not remember. By giving children a point to respond to they are required to make an action improvement to their work. This feedback point could be:

- | | |
|------------|--|
| AN ACTION | <ul style="list-style-type: none">– Show me the places where you could start a new paragraph – use this symbol //- Add 3 objectives to your second paragraph when you are describing the setting- Look again at problem 4. Look at the words that I have underlined and use them to have a go at solving the problem |
| A QUESTION | <ul style="list-style-type: none">- Which method did you find most useful?- What have you learnt today that you can use in another maths problem? |

- In foundation response will be oral and recorded as such
- Comments should be mainly positive, always legible and written in child friendly language
- Use of improvement prompts
 - reminder prompts e.g. Remember to...
 - scaffold prompts e.g. A question , a directive
 - example prompt e.g. choice of answer provided by teacher
- Use of friendly symbols e.g. happy, sad, ok faces
- Focused feedback on identified success criteria that relate to lesson objectives or targets
- Use a symbol e.g. TT Teacher Talk or other ways e.g. asking a question to record when and what feedback has been given orally
- Be specific in written feedback e.g. "Check for full stops at the end of every sentence"
- Avoid the use of "but" to link the success and improvement comments because it negates the positive feature. Use "Next time..... in a separate sentence
- Introduce self and peer assessment in KS1 and KS2 e.g. response partners
- Use of two stars and a wish in some work in KS2 - to be used verbally in KS1

- Use a different colour for 2 stars and a wish – highlighters may be used in KS2
- Children should be given the opportunity to respond to the marking and show that they have understood

Agreed Symbols for marking

Sp - spelling

CL - capital letter - KS1 and KS2

FS - full stop - KS1

P - punctuation

Λ - put in missing word

~~ - choose a better word

[] - improve / rewrite this sentence/part of work / paragraph – line editing

TT - teacher talk

√ - good aspect of work / correct

ST - supply teacher

// - new paragraph

PA - peer assessment

! - in KS1 – for something to remember next time

S - supported piece of work

* - KS1 – needing capital letter

*TT - KS2

□ - in maths, next to answer box to show need to correct

Use of a stamp / sticker if Target is achieved

Monitoring

Subject Leaders will monitor assessment feedback once every term and check that the policy is being used consistently throughout school. The Head teacher will also monitor marking and presentation as part of classroom observations and work scrutinises during the year. A half termly random check will be carried out by looking at a random set of books.

Signed

Date

Reviewed: March 2012

Next review: March 2014