



Marking and Presentation Policy

January 2023- Version 8



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SARAH L. ABDULLA (HEADTEACHER)



Marking & Presentation Policy

Written on:	September 2016
Reviewed on:	6 th January 2024
Next review:	January 2025
Staff Responsibility	Mrs S. Abdulla
Governor responsibility	Steve Reynold

Policy Statement

The purpose of this policy is to make explicit how teachers mark children's work and offer feedback. To be effective, this policy needs to be clear, manageable and consistently applied across the whole school. The main objective of marking and feedback is not to find fault, but to help children learn.

Rationale

Marking is an essential part of planning, teaching, learning and assessment. It should be used as a tool for AFL and should respond to children's work through constructive comments that acknowledge pupils' achievements, as well as encouraging positive attitudes and behaviour and leading into improving standards. It should help children close the gap in their learning and address any misconceptions. Marking should always be against the Learning Objective and Success Criteria.

Aims of Policy

- To raise standards of attainment by identifying examples of success in a child's work and areas for development.
- To raise self-esteem by providing positive feedback and establishing an 'I can... ' culture.
- To support the teacher in assessing a child's progress and to inform future planning and interventions.
- To address any misconceptions and close the gap in the children's learning.
- Where the child has met all the success criteria, a challenge comment can be written, allowing the child to be clear about the next steps in their progress.
- To encourage self-assessment, thereby developing the pupils' understanding of the learning process and developing independence.
- Where appropriate, to encourage peer assessment as pupils have high regard for the thoughts of their peers. The language used to discuss the work is also at an appropriate level i.e. 'child speak'.
- To provide a consistent and progressive approach to marking and feedback throughout the school.

Marking and feedback should

- Inform the child about his/her progress and next steps.
- Find out what the children can do.
- Address any misconceptions.
- Add CH next to any errors and then check children have corrected.
- Place a green dot by any errors ● , children then write the correct response next to or underneath the CH.
- Children should not rub out mistakes.
- Be manageable for teachers and accessible to children.
- Provide clear feedback relating to the learning objective and success criteria.
- Involve all adults working with children in the classroom.
- Give recognition and praise.
- Inform future planning and group target setting.
- Respond to individual learning needs e.g. marking face to face with some and at a distance with others.
- Show the children that their work is valued.
- Take place at the earliest opportunity, especially if the next lesson builds on what has been taught earlier.
- Allow children time to respond and address the comment.
- Remember to highlight up to three points in **green** for great (where they have been successful against the Success Criteria).
- Highlight the SC green for great and pink for think (they didn't achieve this in their work).
- All work in all books should be marked.
- Misconception words spelt incorrectly should be highlighted in orange
- Handwriting, grammar and spelling need to be addressed daily.
- When areas for development and misconceptions are identified the following label is placed in the children's books:

FIX It Comment:

I need to :

- The teacher will model the misconception or the area for development to the group. The children will then be set a task to re-visit the learning to show improvements. Work will be recorded underneath the 'Fix it comment' label. Responses must be marked to check accuracy and understanding. The teacher marks using a double tick ✓ ✓
- Teachers need to check that children are fluent with a maths calculation method before giving a next steps comment. If children can only solve addition counting on their fingers but still get it all correct, this is not fluency and therefore, needs to be addressed with a fix it comment. This might read 'Can you use a more efficient method to add these numbers.'
- Children who have achieved the learning objective with no misconceptions will be given a deeper learning task. It should not be more of the same, it should take the learning to another level using the skills that have acquired during the lesson. They will be given a 'Next steps' comment.



- When working with the group, the teacher/TA will address improvements, next steps and errors using verbal feedback. VF if written next to the area for improvement and the children then show a response to the VF.

Modelled marking will take place during the lesson or as soon as practically possible. If this is the next day, it needs to be first thing before the learning is lost.

Foundation Stage Requirements

Children should have:

- Sound book
- Reading diary
- Busy book
- Writing book
- Maths book
- Cross-Curricular/learning journey book
- Spelling book
- Handwriting book/pattern book

- Red word cards
- Jigsaw
- Communication book

KSI Requirements

Children should have a:

- Writing book;
- Maths book;
- Art drawing book;
- Spelling book
- Read, Write, Inc. Phonics book;
- Cross-curricular book;
- Science book
- Other books made for specific tasks.
- Homework book
- Jigsaw book
- Reading record
- Communication book

KS2 requirements

Children should have

- Writing book;
- Maths book
- Spelling book;
- Sketch book
- Science book;
- Homework Diary,
- Reading Record
- Cross-curricular book
- Word catcher book
- Mental maths jotter
- Homework book
- French Book
- Jigsaw book
- Communication book
- Read, Write, Inc. Spelling book
- Read, Write, Inc. Spelling log.

Presentation guidelines

- All work should be dated by the children if able;

- Writing books use the long date i.e. Monday 11th September 2018;
- Maths books the short date i.e. 11.9.18;
- If there is no pre-drawn margin, KS2 children should draw a margin using a ruler;
- Staff can also put the date on the learning objective to avoid time wasted in KSI, as they will take longer to record the date.
- If children need to colour a drawing etc. in their books, they should only use Coloured pencils or wax crayons, not felt tips;
- When children set out maths work, each number should be in a separate square and they should be taught to space out their work appropriately;
- Children should avoid leaving blank pages in a book;
- When children are using blank paper, they should use line guides if at all necessary;
- Children should at all times be expected and encouraged to do their best work and not accept sloppy or careless work;
- A straight line should be drawn through mistakes.
- The date should be underlined in pencil using a ruler.
- Learning objectives and additional information sheets should be stuck in straight and central on the page.
- Additional sheets/book/leaflets should be presented in a coloured envelope and stuck in with a description and title on the envelope.
- Children not secure with finger spaces should be given a card finger to help leave an appropriate space.
- A new page should be started for a new piece of work.
- Targets should be stuck in the front of reading, writing and maths books
- Handwriting books should have targets with reward card for handwriting in their yellow writing book.
- Targets and Learning Objectives and titles for activities should be typed using the Nelson Font.

Work for display should be the children's best work, avoiding errors as far as possible;

- Children should be discouraged from using rubbers, but may be used at the teachers discretion—draw a single line through an error;
- Children should be encouraged to take responsibility for their work and return books to where they are kept and to keep them clean, tidy and safe;
- Children should be working in pencil in their books until awarded a pen;
- Use a pencil (only) in Maths books.
- Front covers should be stuck on all books with the name written neatly by the teacher and not the child.
- Place a number inside the cover if they have more than one book.

Success Criteria Presentations: (Please see Appendix)

- Displayed in all classrooms for Literacy and Mathematics. Pupils awarded weekly certificates for presentation.

Key Stage 1 and Foundation Stage:

- Marked in green pen;
- Objective and title at teacher's discretion;
- Long date for Literacy by (Year 1 second term);
- Short date for Maths.
- Children should reflect on their learning regularly using the self-assessment labels and peer assess from year 2 up.

Key Stage 1 and 2 Marking Guidelines:

- Mark in green pen
- **Assessment marking in depth marking one group per day;**
- Motivational marking and progression marking;
- Word journal – added to throughout range of subjects, new vocabulary introduced to use in all writing;
- Children should self-assess, peer assess and use reflection comments at least 3x a week.
- Children should be encouraged to write a NTT (Note To the Teacher).
- Pens stored centrally and given out/taken in each lesson;
- Try to indicate with either a space or a simple mark, any errors – not a cross;
- All children should have access to a whiteboard, pen and rubber.
- Pencils should be sharp and ready for the children, children do not sharpen pencils. If they require another pencil they do so from the spare pot.
- KS2 – spare pot for pens.

Use green ink when marking

- A comment can encourage and motivate children – this is an ideal opportunity to set or reinforce individual targets;
- Smiley faces, stickers, stars and motivational stamps are a reward for good work or an acknowledgement of the effort a child has put into a piece of work;
- If you have a child whose work you are particularly pleased , please refer to Phase Leader and send them with their work;
- Children should be encouraged to complete corrections allowing time during the school day for these, as far as possible;
- Unfinished work should be marked, but it is important to establish why the work is unfinished and possibly comment on this.
- Spelling errors need to be addressed. Writing SP by the margin and a green wiggly line underneath the incorrect spelling. Children then write the correct word three times.
- Common misconception words spelt incorrectly should be highlighted in **orange**, children should then self-correct and write the correct word 3X.
- Handwriting needs to be addressed daily, highlight the word in pink and then children write the word or letter again, using the correct letter formation and correct joins.

OTHER METHODS OF MARKING

- **Verbal Feedback With the child**- the best marking and feedback is without doubt the dialogue that takes place while the task is being completed.
- **Paired marking**- this encourages proof reading by pairing the children up to check each other's work. Pairings should be ability based and ground rules may have to be shared with the class beforehand.
- **Self-marking/assessment**- children should be encouraged to find their own areas for improvement. They should be encouraged to proof read their work and self-correct before handing in any work.
- **Shared marking**- teachers sometimes use one piece of work from an unnamed child to mark as a class on the interactive whiteboard. It allows the teacher to model the marking codes as well as reinforce the teaching points and success criteria.
- **Peer-marking**- When appropriate, and after considerable teacher modelling, children may mark a response partner's work.
- Initially the focus should be on identifying the strengths using the success criteria.
- **AfL labels** - children record what they have learnt in that lesson.
- Children are also encouraged to write a **note to the teacher**. This may be related to learning and misconceptions or it may be to celebrate their enjoyment of the learning. Ensure these are available for children to use if they so wish. You must ensure you acknowledge their note and respond accordingly.

MONITORING

Phase leaders in SLT meeting will monitor a work scrutiny to evaluate the impact of the policy and give support and guidance to staff.

MARKING CODE

- = Capital letter
- VF Verbal feedback
- (highlight in green.) Areas of success
- (highlight in pink) Areas for improvement
- ^ Omission
- . Does this make sense (teacher indicates which part)
- sp. Correct a spelling (written above incorrect)
- O Punctuation

- // new paragraph needed
- Guided - Guided work (teacher)
- (TA) Supported work
- Ind Independent work
- DT discussed with teacher
- ST marked by supply teacher
- TA marked by teaching assistant
- PM peer marking
- LO √ learning objective achieved
- LO√√ learning objective exceeded
- √√ successfully responded to CTG comment

Presentation Success Criteria for Maths



Short date



Write 1 number or symbol per square.



*Draw a line down the centre of the page
(or fold the page).*



Learning Objective stuck in neatly.





*If you make a mistake, draw a small line
through it. e.g. ~~5 + 5 =~~*


Presentation Success Criteria English

 Long date.

 Learning Objective stuck in neatly.



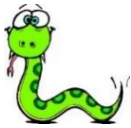

 Always write on the lines given, using your best handwriting.





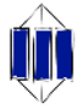
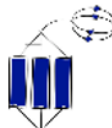
 If you make a mistake, draw a neat line through the word.
e.g. ~~school~~

 Always check your work to make sure your presentation is the best it can be.


Examples of how the learning objective and Success Criteria should look. Also don't forget to use the SMSC characters.

Learning Objective for English


13 th November 2017 LO: To write the beginning of a story.		CT/TA/I
Purpose and Audience: I am writing a letter to persuade Mrs Abdulla to change dinner-time.		
Pupil	Success Criteria:	
	I am beginning to use expanded noun phrases in my writing.	
	I am beginning to use conjunctions e.g. and, but, because.	
	I am beginning to use speech marks correctly in my writing.	
	I am learning to join my letters.	
		
<u>Letter formation</u> Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz		

10 th July 2018 LO: To change the function of a word in a sentence.		I, TA, CT, HLTA		
Purpose and Audience:		<p>G is for Gumption</p> 		
Pupil	Success Criteria:			
	I know which words are nouns and verbs.			
	I can change the sentence to include the verb and then the noun.			
	I know the different word classes			
	I understand that the context of the sentence must change.			
	I can join my letters correctly and my writing is fluent.			
				
Unistructural	Multistructural	Relational	Extended Abstract	
				
Why?				

Learning Objective for maths:

18.06.18		CT/ TA/ I/HLTA
LO: To use my maths skills to solve problems		
This is because: I need to be able to use my maths outside of school		
Pupil	Success Criteria:	
	I can solve multistep problems	
	I know what operation I need to use	
	I understand what a question is asking me to do	
	I can use maths vocabulary: solve, problem, solution, step, answer, calculate	
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20		

Chance to Shine Writing Label - Independent writing to take place every 2 weeks.



14th November 2018
Trip to Theatre Link
L.O.: To write a recount

Following our trip to the Theatre this morning, write a recount on the things we did and saw. 

My Target

To use an expanded noun phrase with a conjunction

Learning Objectives and Success Criteria should also be evident in their cross-curricular books and science books.

Learning objectives should include handwriting S.C. and SPaG.

Don't use I can in the L.O. as it implies they can do it.

The following is an example of the L.O. used for RWI. Phonics:

25th September 2016

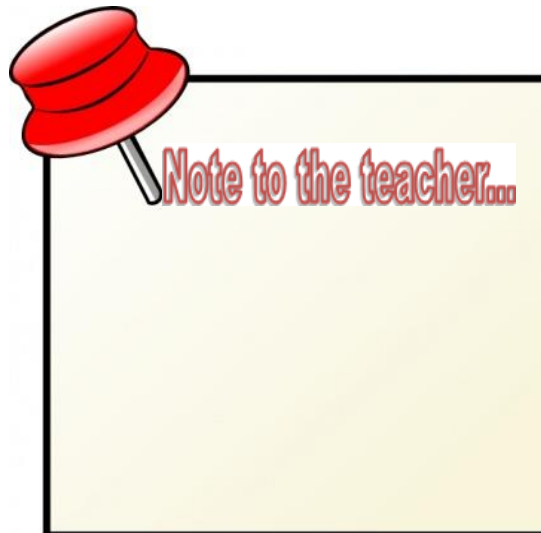
Learning Objective:

- Review sounds
- Teach w, th, z.
- Blend and write words using word time.



Note to the teacher:

This is written by the child and then the teacher must respond.



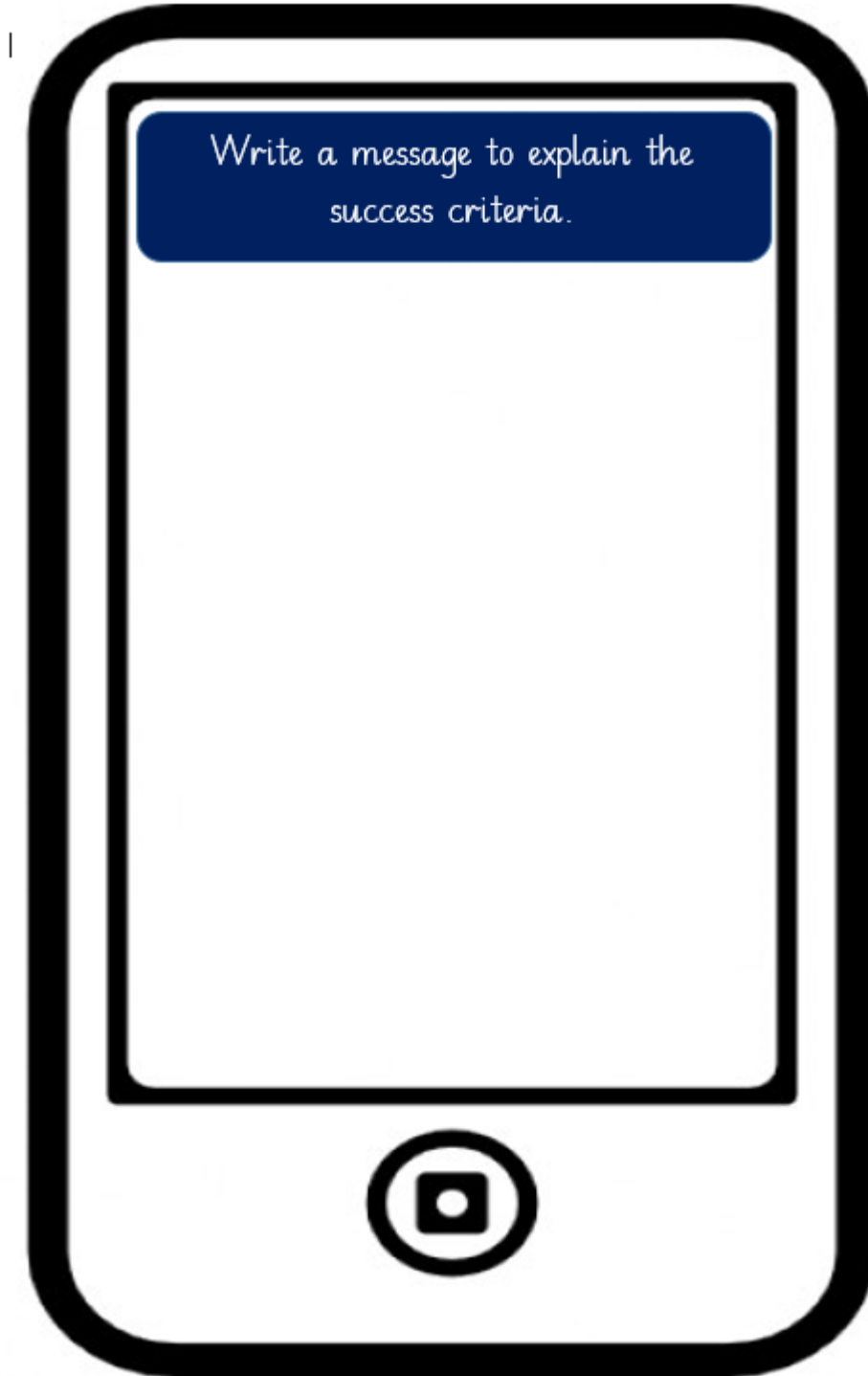
Examples of Peer assessment and Self-assessment - TILT (Today I learnt that...)

These need to be A5 size and trimmed so they fit neatly in their books. They should also be stuck in neatly. Also encourage children to take pride in what they do.

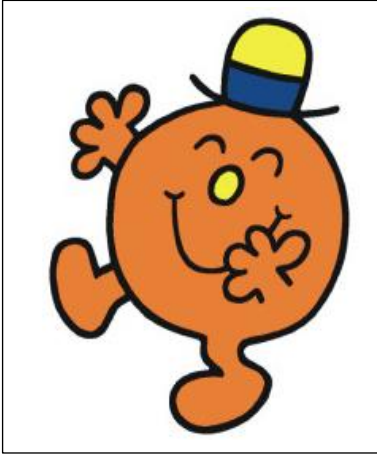
EXIT CARD

Tell me one thing you have learnt today?


Give me an example of this.



Example of Learning habits TILT:



I think I showed motivation this lesson because.....



I think I showed Gumption this lesson because.....

These can all be found on the T-drive in the 'Growth Mindset' folder.

Stickers can also be used to acknowledge the magic habits.

<p>I used a magic habit</p>  <p>MOTIVATION</p>	<p>I used a magic habit</p>  <p>Can do ATTITUDE</p>	<p>I used a magic habit</p>  <p>GUMPTION</p>	<p>I used a magic habit</p>  <p>COMMUNICATION</p>
<p>I used a magic habit</p>  <p>I-LEARN</p>	<p>I used a magic habit</p>  <p>COURAGE</p>		

Labels to use to remind children to correct their spellings:



Use a dictionary to correct your spelling.



Use a dictionary to correct your spelling.



Use a dictionary to correct your spelling.



Use a dictionary to correct your spelling.



Use a dictionary to correct your spelling.



Use a dictionary to correct your spelling.



Use a dictionary to correct your spelling.



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Use a dictionary to correct your spelling.

Labels to use to show 'Minds for the future' (Growth Mindset)



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You showed

Perseverance



You

Kept Going



You

Kept Going



You

Kept Going



You

Kept Going



You

Kept Going



You

Kept Going



You

Kept Going



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Tried Something New



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Tried Something New



You

Tried Something New



You

Tried Something New



You

Tried Something New



You

Tried Something New



You told yourself

I CAN ALWAYS IMPROVE

I'll keep trying!



You told yourself

I CAN ALWAYS IMPROVE

I'll keep trying!



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I'll keep trying!

Afl labels to be used 3x a week or when applicable:

Reflect on today's lesson...

Write down three things you have learnt about how to write an effective formal letter.

Self-assessment ~ Reflection time

How could you make your learning even better next time?

Why did we learn this today?

Today I was
successful
because.....

How would you
teach your new
knowledge to
another learner?



What new
knowledge
have you
learnt?



Tell me
something new
you learnt today?

Self-assessment

Reflection time

Write a question you would
still want to find out about
what we have been doing
today?

Peer Assessment:

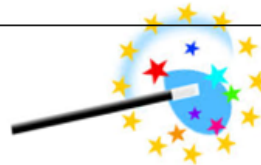


The things you did well were:





To improve your work you need to:



Peer assessed by: _____

PEER-ASSESSMENT

What was the learning objective for this piece of work?

Did they meet it?

Can you find examples of the L.O. being met?

Can you find something for them to improve?

PEER-ASSESSMENT

Look back through your partners writing.

Make a list of the features of the genre that your partner has used.

Give examples.



PEER-ASSESSMENT



What has your partner done well?



What can they improve for next time?

SELF-ASSESSMENT

- Look back at the success criteria. Underline where you think you have achieved this.
- List the interesting vocabulary you have used.
- Choose a part of your writing to improve put a * next to it.

Rewards:

Certificates are awarded each month for reader of the month, writer of the month and mathematician of the month. Every week the teachers chooses the best handwriting for Handwriting hero, they receive a certificate.



TEAGUES BRIDGE PRIMARY SCHOOL



THIS CERTIFIES THAT



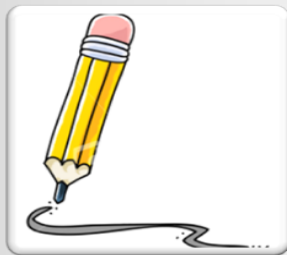
HAS BEEN CHOSEN FOR MATHAMETICIAN OF THE MONTH

DATE: 28TH MAY 2021

SIGNED: Mrs S. Abdulla



TEAGUES BRIDGE PRIMARY SCHOOL



THIS CERTIFIES THAT

DIANA



HAS BEEN CHOSEN FOR WRITER OF THE MONTH

DATE: 29th March 2021

SIGNED: Mrs. S. Abdulla



