

# South View Community Primary School

## Marking and Presentation Policy



Date Agreed: Sept 2016

Date for Review: Sept 2017

## MARKING POLICY

All current members of staff have the experience and expertise to recognise an acceptable standard of work based on the ability of the children in their class. We must ensure that expectations and that the quality, quantity and presentation of work meets these expectations, which should be matched to the individual child, and realistic in terms of that child's abilities.

Why mark?

- to find out what children can do;
- to see if children have understood work;
- to ascertain standards;
- to give appropriate feedback to ensure the assessment supports learning
- To inform planning (next steps)

By marking, teachers demonstrate to the children that their efforts are valued - this gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good or below standard and may lose interest or not produce work of such quality in future. Parents may also assume that unmarked work has not been looked at.

### What to Mark

There are times when a piece of work is such that a tick to show that it has been seen is sufficient. Usually however, each piece of work should be thoughtfully assessed, discussed with the child if present, and appropriate, encouraging and constructive comments written to reinforce what has been said to the child.

Teachers should be clear on what they are marking for - accuracy, neatness, creativity, a specific grammatical point, etc.

### South View guidelines for pupil presentation

Dating work:

Work in maths books should be numerical i.e. 24.06.09 (one digit per box), and written in full in all other books i.e. 24<sup>th</sup> June 2016. Year 1 i.e. 11<sup>th</sup> January 2010 (aim to do this by the end of the year) and Year 2 i.e. Monday 11<sup>th</sup> January 2010)

Learning objectives should be apparent before every piece of work. This can be stuck (KS1) or written in by the child, displayed, and evident in planning.

The majority of children's work should be handwritten using the appropriate joins according to the handwriting scheme.

Years F, 1 and 2 should write in pencil. Years 3, 4 should progress onto using pen when ready and years 5 and 6 will automatically begin the Autumn Term in pen. Some children with particular motor skills difficulties will be encouraged to use whichever is most comfortable.

Any questions that require numbering should have the numbers placed in the margin.

Children are encouraged not to write beneath the bottom line on their page.

Children should draw a neat line through errors so that the teacher can see where they have self edited.

### Next Steps:

An appropriate amount of time will be allocated for children to respond to next steps and comments from their teacher.

Next steps should be focussed and written as a specific action; a prompt to the child to make a direct and specific change to improve their work.

Eg.

	
<i>To write a clear ending to your story.</i>	<i>Describe the fight with Blackbeard. What</i>

	<b><i>happened?</i></b>
<b><i>Try to use conjunctions</i></b>	<b><i>Use a conjunction to join these two sentences.</i></b>
<b><i>Think carefully about where you put the full stops.</i></b>	<b><i>Rewrite this as two sentences, putting a full stop in the correct place.</i></b>
<b><i>Can you add some speech?</i></b>	<b><i>Write down exactly what xx said, using speech marks correctly.</i></b>

In Key Stages 1 and 2, where a next step has been followed, the child will be expected to amend their work in **purple pen**.

### **South View guidelines for teacher marking.**

Foundation Stage targets displayed in the childrens' Learning Journals.

In Key Stages 1 and 2, targets will be taken from the National Curriculum End of Year Expectations (Using Classroom Monitor) and discussed with the children. The teacher will record met targets on the Classroom Monitor Tracker throughout the year.

Use of worksheets/paper should be kept to a minimum and children encouraged to record their learning directly into books. However, when used, worksheets should be trimmed and stuck neatly and flat (not folded).

Work should be corrected dependent on the child's ability and targets. The work should, in this instance, be discussed with the child instead.

Comments from the staff should model the school's handwriting policy and should be neat and joined.

Spelling corrections should be given at the end of a piece of work as follows:

(KS1 and 2) (3 spellings maximum)

spell			
this			
right			

Stickers, stamps, team points, merits (differentiated for Key Stages) etc should be used to praise children. Praise should be justified.

Comments should **praise the child** and constructively **criticise the work**.

At least 1 piece of work of work in each core subject and a foundation subject each week should be intensely marked with next steps i.e. not just ticked. No work should be left unmarked.

If work was supported by a TA this worked should be stamped this.

Foundation Stage staff to mark children's work using 'ind' for 'independent' and 's' for 'supported'.

Individual marking and feedback can be carried out WITH the children, but marking a class set of books during lessons is not appropriate.

Where the learning objective has clearly been met or a child has written something worth extra praise, the teacher will highlight the specific excerpt in **green highlighter** and explain why this is good. Where work can be improved the teacher will highlight the specific excerpt in **orange highlighter** and show the child what they need to do to improve.

Next steps will be written in **green pen** by the teacher and responded to in **purple pen** by the children.

### **South View Guidelines for self marking.**

KS1 – Before handing in a piece of work the children indicate whether they feel they have achieved their learning objective by adding an emoji face to the end of their work. This will give the teacher an indication as to whether the child requires further

assistance.

KS2 – Children are encouraged to use marking/success ladders to determine whether they have met their objectives. These can be stuck into books next to their work. Children will be encouraged to highlight areas of work they feel are good and also areas which they feel they could develop. Children are expected to read next step marking comments from their teachers and reply. This written dialogue between teachers and pupils will take place during the next lesson during a 'reflection time' before the lesson begins.

#### **South View guidelines for peer marking.**

KS1 – before handing in work, children will sometimes be encouraged to assess each other's work. This may be carried out verbally and at other times the children will be expected to find positives in each other's work beginning comments with 'This is good because....'

KS2 – Children will peer assess work in a variety of ways. Sometime verbal feedback will be appropriate. In some lessons, 'What Went Well...' and 'Even better if' post-it notes could be used and stuck in after another child's work. WWW (What Went Well) – **Green Post-it Note**, EBI (Even Better If...) – **Orange Post-it Notes** (Post-it notes to be dated)

At times, and with more able children, it may be appropriate for children to use marking ladders to assess each other's work and to make comments.

# South View Community Primary School

## Marking Codes

### Foundation Stage

STAMPS

### Rest of School

✓ Correct

● Incorrect

### Teacher Marking

Green Highlighter – This shows you have met the learning objective here

Orange Highlighter – You must go back and change this to improve your work.

Teachers will make comments in Green Pen

Children to respond to teacher using Purple Pen

### Self and Peer Marking (at least once a week in core subjects)

	<b>Too hard</b>
	<b>Too easy</b>
	<b>Just right</b>

WWW (What Went Well) – Green Post-it Note

EBI (Even Better If...) – Orange Post-it Notes

(Post-it notes to be dated)