

Whole School Marking and Presentation Policy

1 INTRODUCTION

- 1.1 This policy reflects the marking techniques and working practice within our school. It reflects the consensus of opinion of the whole staff and has been approved by the Governing Body.
- 1.2 This policy outlines the purpose, nature and management of marking within our school.
- 1.3 The implementation of this policy is the responsibility of the Headteacher, all the teaching and support staff.

2 THE NATURE AND PURPOSES OF MARKING

- 2.1 The main purposes of marking at our school are:
 - To give praise and encouragement to each child
 - For the teacher to identify and act upon individual strengths and weaknesses
 - To ensure consistency throughout the school
 - To raise children's awareness of the marking criteria
 - To encourage self-correction and accuracy
 - To provide feedback to children about strengths and weaknesses in their work
- 2.2 Day to day marking will provide the basis for on-going assessment and will enable teachers to identify the next steps in children's learning.
- 2.3 The child should be encouraged and the end product enhanced. It is important that each child should experience some success, whatever their level of achievement.

3 ENTITLEMENT

- 3.1 All children are entitled to have a clear and consistent style evident in the marking of their work according to specific learning objectives determined before the work is set, or based on each child's individual targets.
- 3.2 Children require feedback on expectations and how to improve work.

4 IMPLEMENTATION

- 4.1 Marking will usually relate to either the learning objective or the child's individual target, and will include comments to improve.
- 4.2 Incomplete work should not be passed over without comment.

- 4.3 It is acknowledged that marking through oral feedback is of equal importance in motivating children towards improved effort and high achievement, especially in KS1.
- 4.4 Good work, effort and attitude will be recognised by smiley faces, team points and stickers in accordance with the Whole School Behaviour Policy.
- 4.5 All teachers, including supply teachers, are involved in the marking process, appropriate to each age group.
- 4.6 A variety of methods, both written and verbal, will be used when commenting on work and setting specific targets for improvement.
- 4.7 Good examples of work will be shared with the children to demonstrate what is necessary to achieve higher levels.
- 4.8 Marks and comments will be written in green pen.
- 4.9 A common method of correcting errors in subject areas will be used by all staff. (*See appendix*)
- 4.10 Numeracy work will be marked with a tick for correct work and a dot for incorrect work, encouraging a correction to be made. A written comment aimed at developing and encouraging the child will be made when and if it is appropriate. Written comments may be used to develop and encourage. Incorrect answers are not to be rubbed out once they have been marked, and will be corrected at the end of the exercise if possible.
- 4.11 Incorrect spellings of words should be indicated, although these should be limited to 3 in any piece of work. Spellings chosen may be key words or words that children have been practising.
- 4.12 Grammar corrections will target upon difficulties which the teacher considers to be most significant for each child.
- 4.13 Circles will be used to correct punctuation as appropriate to the age and ability of the child.
- 4.14 Not all errors will be corrected. The amount of correction will depend upon the age and ability of the child and the purpose of the work.
- 4.15 When work is not marked in the presence of the child, or in the lesson itself, feedback will be given at the next available opportunity. Children should then be given the time and opportunity to respond to the feedback.
- 4.16 On occasions children will mark their own or other's work. Teachers will exercise their professional discretion in this. Children should be encouraged to evaluate their work and

understanding. A traffic light system / post it notes / checklists may be used for this purpose.

4.17 A marking key will be displayed in the staff handbook.

5 PRESENTATION OF WORK

5.1 Date should be written at the top left of the page/sheet (full date in Literacy books, short date in rest). Can be typed/written in by adult for younger children.

5.2 Learning objective clear; cross curricular learning objective if appropriate. For example RE work will have RE specific objective and a literacy objective. For younger children, learning objective can be typed or written by an adult.

5.3 Children should write in pencil until they have earned their pen licence from Yr 2 to Yr 4.

5.4 All children in Year 5/6 should write in pen, using agreed school handwriting pen, except in numeracy work.

5.5 Children should not rub out errors in their writing or calculations. This is part of the learning process and children need to understand that making mistakes is okay and that we learn from these. Rubbers should only be used on final/display quality work. (Remove rubbers from the classroom if necessary.)

5.6 Corrected mistakes should have a single line drawn through them using a ruler.

5.7 All drawings and diagrams should be done in pencil.

5.8 Pencil crayons and NOT felt tip pens can be used in exercise books.

5.9 Self and peer assessment should be completed in coloured pen/pencil. (blue)

5.10 Adult marking should be in green pen for great work, pink for think.

5.11 Polishing is in purple pen.

5.12 New work to be started on a new page









6 REVIEW



- 6.1 The Headteacher and staff will review this policy every **three** years. Any suggested amendments will be presented for discussion at the following **Curriculum and Standards Committee** meeting ready for approval by the whole **Governing Body**.

Approved by the Full Governing Body in January 2016. To be reviewed in July 2018 or earlier if necessary.

KEY - MARKING

Marking KS1

 in pink	Think carefully about your sentence
	Remember capital letters
	Remember full stops
 in pink	Remember finger spaces
 in pink	Read to check it makes sense
 In pink	Be careful with handwriting/presentation
	GREAT GREEN - adult marking
	THINK PINK - adult marking
	PURPLE POLISH - children's editing of own work
	BUDDY BLUE - AFL, I have learnt today and/or AFL on another child's work

	Followed by positive comment relating to LO
	Followed by next step for the child
CT	Class Teacher Support
TA	Teaching Assistant Support
I	Completely Independent (eg assessed writing)
VF	Verbal Feedback given during the lesson
ST	Supply Teacher
For example:	
paragraphs help to organise writing	
Use connectives to link paragraphs	

If a child has responded to marking and feedback, initial, in GREEN for GREAT, so that you have acknowledged this.

Guidance for Editing

- 1 straight line if a single incorrect word eg big huge
- If a section is incorrect - use brackets eg (The big blue bus was driven quickly around the corner and stopped at the traffic lights.) *






bright




- 1 added word eg the^ sun
- Whole paragraph to miss out

[Dhdgyudgdgsduaduidyfgfdguidhidyiudywudgdhdhdsidw
 Hduduidhwudhshsfihyfuiewfdiowfjifjsdfjsdofouiofdu
 ihjushdsjhsksfjsfisjfdiouiioddujsjflfjsdifusijskjdskdj]

- Add sentence / paragraph here *

Marking KS2

	Missed punctuation
	Missing word
	New paragraph needed
	Spelling error - no more than 3 in any one piece of work, to be written out 3 times at the end of the work. Select key words or new vocabulary.
 In pink	Grammatical error
	GREAT GREEN - adult marking
	THINK PINK - adult marking
	PURPLE POLISH - children's editing of own work
	BUDDY BLUE - AFL, I have learnt today and/or AFL on another child's work

	Followed by positive comment relating to LO
	Followed by next step for the child
CT	Class Teacher Support
TA	Teaching Assistant Support
I	Completely Independent (eg assessed writing)
VF	Verbal Feedback given during the lesson
ST	Supply Teacher
For example:	
	paragraphs help to organise writing



If a child has responded to marking and feedback, initial, in GREEN for GREAT, so that you have acknowledged this.