

Marking and Presentation Policy

Aims & Objectives

The purpose of this policy is to define standards of presentation and progress within the school with respect to the written work of children and the written feedback provided by staff when marking children's work in order to:-

- Ensure consistency, continuity and progression throughout the school, linked to National Curriculum requirements.
- Enable children to understand how successfully they have completed their learning outcomes.
- Use marking and continual assessment to inform future planning.
- Use marking and continual assessment to set future targets for children.
- Encourage children to develop their own assessment skills by asking for comments and suggestions about their work. By Key Stage 2 children should begin to make constructive comments linked to the success criteria of a specific learning objective.
- Help children to recognise that mistakes can provide teachers with information to improve learning. Children will be positively encouraged to leave their mistakes as a record of what they have done but make any required corrections in their books.
- Use marking and continual assessment to provide feedback through specific diagnostic comments and positive encouragement.
- Recognise and value children's work by the use of suitable comments.
- Recognise and reward excellent work, measured against the learning objective, by the use of comments, stickers, stamps and certificates.
- Encourage children to present their work in a clear and methodical way.
- Ensure that children have a sense of pride in the written work that they produce.

Equal Opportunities

Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, class or gender, but specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs.

Assessment for Learning Providing the Next Step for the Pupil

Teachers use the information that is gathered from marking to build a picture of a pupil's progress and achievement. It forms the basis of future planning to ensure a balanced delivery of the National Curriculum, Primary Framework and Early Learning Goals. This is communicated to pupils by writing a 'next step' target for pupils at the end of their piece of work denoted by a 'steps' symbol and targets linked to the success criteria.

Positive Corrections

Dots or lines next to or underneath words are to be used to denote corrections that focus on specific objectives and success criteria, in contrast to correcting everything.

Work should not be negatively marked where possible.

Staff Roles

All members of staff are empowered to mark children's work. Since marking helps provide educational indicators by which children's progress can be monitored and improved it is particularly important that all staff adhere to this policy.

General Strategies and Guidelines

Feedback is always best done with the child present. This is particularly so in KS1. If this is not possible, then marking should take place as soon as possible after the child completes their work. Children are encouraged to read and understand the teacher's comments and look for follow up corrections. Time should be given for children to complete any corrections at the start of the next session. Marking comments may indicate when a target or learning objective has been achieved.

Positive, encouraging comments and a range of stamps and stickers are used to reward and acknowledge a child's efforts and achievements.

Teachers' writing must be of a high standard. The neatness and presentation of teachers' writing should serve as an example to the children. Teachers must set targets for good presentation at each child's level of achievement accepting that some children have more difficulty than others in recording work.

Guidelines for Feedback

- Ticks associated with closed tasks.
- Oral feedback in lessons should focus firstly on misconceptions/points relating to the objective and then other issues as they arise.
- Quality marking should inform children on the next step for progress towards their target or learning objective.
- A focused comment should help pupils to "close the gap."
- Pupils should be given opportunities to self-evaluate wherever possible, for example, by using a self-assessment stamp.

Marking and Presentation Guidelines for KS1 & KS2

Children are encouraged to work to a high standard. Throughout the school there is continuity in terms of marking and presentation. There are strategies that are common to all year groups for both presentation and marking.

- Materials of the highest quality are used with the children.
- Children do not write anything on the covers of their exercise books.
- Front covers will be used on all workbooks.
- Workbooks will have a protective plastic cover.
- Staff write in the style of handwriting relevant to a particular year group.
- All work is marked, and marking is at the appropriate level.
- Work is marked as it progresses and when it has been completed by the child
- Staff use stamps to indicate the level of support the child has had during a piece of work

Children of all year groups are encouraged to check their work before handing it in to make sure it is completed to their highest standard.

Presentation

The school has designated specific types of books for recording for different year groups. A legible style of cursive handwriting across a range of subjects should be expected (see handwriting policy) commencing from Year 1. Formal presentation is easier to define in KS2 but the rudiments to orderly recording should be started in KS1 where possible.

English dating should include the full day, date and year. Dating the work should start from the left. Mathematics should use the short date method and the foundation subjects should date the work as appropriate without wasting time. Titles (underlined in KS2) should be included where appropriate and this includes the explicit learning objective.

Children should begin to use a black pen (biro) by year three to do their work.
All work in mathematics books should be in pencil.

Children should not miss out pages in exercise books. In KS2, after reading the Teacher's comments/targets the children should rule off ready to start the next piece of work. Work not completed will be highlighted with a fluorescent tab. This will act as a reminder to the child to complete the work or leave feedback. Homework can be set to encourage the development of presentation and in accordance with the homework policy.

Symbols

The school has designated specific symbols to provide constructive feedback for children's work. These can be used by both teachers and children. The child should initially be encouraged to scan their own work for errors before the piece is presented for marking by the teacher.

Teachers in KS1 should ensure that the marking is meaningful for the child. The entire range of symbols will be in use by the end of KS2.

^ Omission

// To move text/new paragraph

✓ Correct

X Incorrect



Next steps

_____ sp (in margin) Spelling error

○ Corrections required

C Capital letter

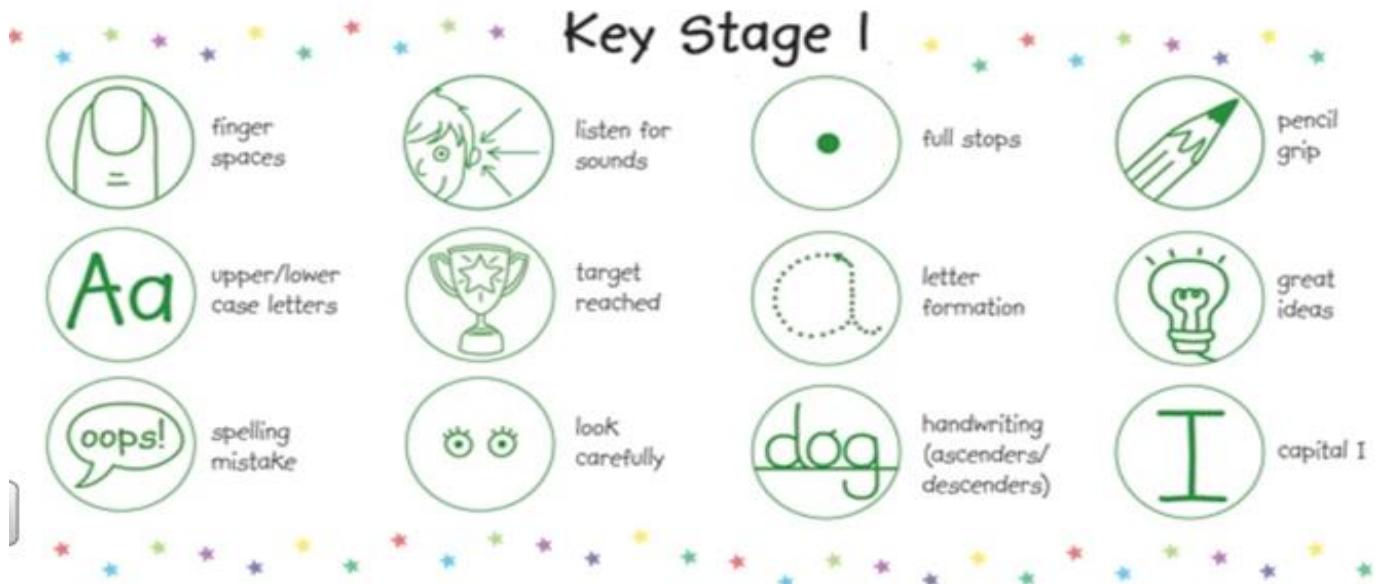
Self Assessment



This can be found on the One Drive

Target Stamps for Key Stage 1

Key Stage 1



Key Stage 2 Stampers



Monitoring and Review

Children's progress will be monitored regularly to ensure progress in presentation.
This policy will be reviewed at least every two years.

Signed:

Date: