

Ashmole Primary School



Presentation and Marking Policy

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Presentation and Marking Policy

Aims

Our Presentation and Marking Policy will aim to help to:

- Encourage children to take responsibility for the work that they produce;
- Ensure that there is progression and consistency in children's work as they move through the school;
- Ensure that teachers have a continuity of approach and have equally high expectations of their pupils;
- Value children's written and recorded work;
- Value making errors or attempts as part of the learning process;
- Focus on making progress, as individuals, as a cohort and as a school;
- Have a consistent and easy to use marking procedure (with clear symbols and expectations);
- Inform future plans;
- Inform children about the progress they have made and what they need to do next to continue making progress.

Presentation Procedures and Best Practice

Books are the main records and evidence for what staff and children do daily and should be treated accordingly. High expectations of presentation, for children and teacher's own presentation, will be upheld by all.

EYFS

1. Each piece of work is dated (by an adult until it becomes appropriate for the child to complete this themselves) at the top of the piece of work on the left.
2. The short date is used (in the form DD.MM.YY)
3. Children should write or attempt to write their name on all pieces of work (this can be annotated by an adult if not yet legible).
4. Work should be annotated to describe the process the child went through to produce the work or their comments as they produced.
5. When children are producing writing (not independent writing), paper should have lines provided and verbal feedback should be given. The verbal feedback should be indicated in writing by the teacher.

Key Stage 1

1. Each piece of work is dated at the top left of the piece of work, by the child, and underlined with a ruler.
2. Short date used for all subjects (in the form DD.MM.YY)
3. Each piece of work has the Learning Intention for the lesson indicated (this is to be printed on a sticker and stuck on the top right hand side of the page)
4. All exercise books have stickers on the front centre indicating the child's name, the subject and their year group.
5. Worksheets should be trimmed and stuck in neatly.
6. Rubbers are only to be used by the teacher, and only when correcting presentation errors (e.g. where a child draws a crooked margin etc.)

Key Stage 2

1. Each piece of work is dated at the left of the piece of work, by the child.
2. Long date used in all subjects except maths, where the short date is written.

3. Each piece of work has the Learning Intention for the lesson indicated. At the beginning of Year 3, this can still be printed onto a sticker and stuck in. However, by the summer term of Year 3, all children should be able to copy the learning intention from the board. This will come after the date, on the second from top line of the page and should be underlined with a ruler.
4. All exercise books have stickers on the front centre indicating the child's name, the subject and their year group.
5. Worksheets should be trimmed and stuck in neatly.
6. Diagrams are to be drawn with a pencil and if appropriate with a ruler.
7. Leave at least one row/ column of squares between calculations.
8. Rubbers are only to be used by the teacher, and only when correcting presentation errors (e.g. where a child draws a crooked margin etc.)
9. Where children have acquired a Pen Licence, they may complete some pieces of work in blue pens (available from the Deputy Head).

Copies of presentation guidelines and good examples should be displayed in classrooms.

Handwriting Procedures

All staff should refer to the Handwriting Policy to see guidance on teaching handwriting and presentation skills.

Marking Procedures and Best Practice

EYFS

Feedback about children's work in the EYFS should always be given verbally. A simple record of this verbal feedback should also be recorded in writing for the teacher's information, and for the information of others, for example parents. This should not be lengthy, as children will not be able to read it and should merely be a record of what has been communicated to the child verbally.

Key Stage 1 and 2

All written or recorded work must be marked. If work is unfinished, it may be marked and children can continue to complete the piece after the teacher's marking. Teachers should use the Learning Intention and/or the Success Criteria as the marking criteria for a piece of work. This should be shared with the children to help them think about and focus on what they are trying to achieve. Teachers must have high expectations of their pupils and should encourage them to transfer skills learned in one area to another, (e.g. if children have neat handwriting in English, it should be expected in all other areas). To this end, if children's presentation is such that it affects their ability to meet the Learning Intention, then a marking comment related to presentation is appropriate. Marking comments may also refer to any key points specific to a child, such as their individual target.

Marking comments must be specific and should address what is good about a piece of work (e.g. *Good, you have used a range of connectives like 'meanwhile' and 'therefore'*). Comments must be both positive and constructive. Marking will always start with a positive comment, relating to the Learning Intention and/or Success Criteria. Then comments must include a next step (NS) to help the pupils make progress (e.g. *NS – full stops for the end of every sentence*).

All marking should be in GREEN ink, to stand out clearly and to aid consistency across the school.

Teachers must remember that their written comments act as a model of how to write for their pupils. Written comments should be neat, written in the cursive style, written in sentences and punctuated appropriately.

Verbal and immediate feedback is the most valuable to children and should always be given within the lesson where possible. Written marking can be a written record of this, and it can be indicated that it has been given by recording the letters VF – for verbal feedback (e.g. VF – using finger spaces).

Children need to be given time to look back at the comments and make corrections or amendments to their work. This time should be planned for (e.g. at the beginning of the morning or afternoon session, at the start of the next lesson or in a designated lesson for responding to feedback. Children should also be given time to self-assess, to take stock of their achievements and see what they need to do next to continue to make progress. Pupils marking their own and peers' work can help children to be more familiar with the success criteria. Children need to be shown how to do this first of all and it needs to be planned for. It is important that teachers discuss with the children the importance of assessing each other's work as part of supporting each other's learning. Children's feedback should be written in pencil and recorded on peer feedback stickers.

More information about marking can be found in the 'Marking Agreements for Key Stage 1 and 2', which are included in the appendices.

KSI marking agreement

1. Marking and feedback in KSI is seen as an ongoing dialogue between teacher and pupil. It aims to build pupil confidence, support their ability to self-reflect and correct and build on their learning.
2. In our team we will mark all children's work daily. As part of our planning, we will plan to mark at least one piece of work a week in greater depth, with improvements/ next steps for children to carry out.
3. In our school we always model high standards of presentation and all marking is completed in cursive handwriting.
4. Within our in depth marking we will always assess the success of the children within the lesson and move on or consolidate their learning by providing a challenge in the form of a next step.
5. In our team, we will use the following symbols:

Capital letters



Makes sense



Finger spaces



End marks



Adjectives/ description



6. All children will have the chance to read and respond to their marking. This will be planned for by the teacher and will happen at least once per week.
7. There is an expectation that after each 'Big Write' session (3 per half term), the children will respond to marking in the form of an evaluation.
8. To support and document the impact from all adults, TA stampers will be used to show when an adult has supported a child within a lesson.
9. Learning Intention stickers will be used for each session and where possible/ appropriate, the success criteria for that lesson will be added to the label for children to use to self-assess and to aid the teacher in their marking.
10. Phonic skills and development will be facilitated and encouraged throughout the entire curriculum and will be referenced in marking, particularly for those at an early stage of writing.

KS2 Marking Agreement

When your teacher marks your work, they will use marks that tell you something:

In the margin:

C	At that moment, jack jumped and ben
SP	<u>screemd</u> as a mouse ran across the floor.
P	Just a mouse, said Jack confidently and he
?	continued up the walking.
NP	"Ever well this is," replied Ben. // Jack
G	shivered as they turning the handle and the
/	door creaked open / they went inside and
	glanced around.

SP = Spelling error - The misspelt word may be underlined with correction, if not you will need to find and correct it using a dictionary if necessary.

C = Capital letter is missing or misplaced.

P = Missing punctuation within the line of work.

? = Your sentence doesn't make sense. The sentence or words will be underlined. You will need to read and rewrite sentence so that it makes sense.

G = Grammar error – check word tense or its meaning.

NP = New paragraph needed -

// Two lines within the writing will indicate where new paragraph should start.

/ One line indicates where a sentence should end and a new one start.

At the end of your work:

✓ = Positive comment about the piece of work produced.

NS = Next Steps - is something you need to improve on.

VF = Verbal feedback has been given.

✓	= You have used descriptive verbs
NS	= To use 'similes'
VF	= re: presentation