

Great Smeaton Academy Primary School

Presentation and Marking Policy

We believe it is important to instil a sense of pride in the children, which in turn should be reflected in the presentation of their work. We believe that by setting the children high expectations it will encourage them to work towards self-improvement and reach their potential in standards of achievement.

We also believe that all children's work should be marked to inform children of their achievements as well as providing them with targets to facilitate their future progress.

We aim to

- Always make children aware of the focus aspect of each piece of work, ensuring that marking comments and feedback relate to this focus, which will be derived from the key objectives of the lesson.
- Set high standards of expectation from the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work.
- Help children to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.
- Offer the children through both spoken and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.
- Provide children with constructive written feedback through the marking of their work
- Set individual targets in relation to each child's ability.
- Embed the principles of Assessment for Learning throughout the curriculum.

The following guidelines have been compiled in order to support the children in the presentation of their work at our school.

Dates and Titles KS1

- During their reception year the children will be taught to write their full names, date, month and title with increasing independence.
- During Y1 the children will be taught to put the date, month and title on their work, initially using pre-drawn lines, progressing onto positioning these independently using line guides.
- During Y2 the children will be taught to place the date, month and title and underline work. Pupils should start a new piece of work two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.
- There is no requirement for a margin to be drawn.

General guidelines KS2

- All work is dated and titled
- Date and title is underlined in pencil (unless a child has been awarded their pen licence), with a straight line using a ruler
- All work [except for work in books] should have the child's name on it
- Photocopied sheets are trimmed by the teacher before being stuck neatly into books
- Children should begin writing in pen as soon as they have developed a neat, cursive style of handwriting, ideally by year 4. In recognition of this, they will be awarded their pen licence.
- Poor work is done again at an appropriate time
- Incomplete work is to be done, where appropriate, in the children's own time with a reasonable deadline and if necessary, a note to parents

Rulers

- Reception children don't use rulers for presentation
- Y1 and Y2 children are encouraged, where necessary, to underline dates and titles neatly
- Rulers are used by KS2 children to underline their work

Rubbers

- Reception children are not allowed to use rubbers
- KS1 and KS2 children can use rubbers with supervision or at the teacher's discretion
- Children are not to use tippex or eraser pens to correct their work.

Maths KS1

- Numeracy work in reception is primarily practical. Pupils record work / jottings on white boards / worksheets. When work is recorded, the teacher should write the date whilst pupils trace / copy their names. By summer term, most pupils should be writing their own names and numbers independently.
- Children write the short date or where being taught, the longer date
- If children are using cm squared paper – one numeral to be put in each square

Maths KS2

- The date to be written in the short form
- Learning objectives are evident
- One numeral in each square
- Incorrect word is denoted by .C and children are asked to write the correct answer under or next to the incorrect sum.
- A new piece of work should be denoted by the title and date and ruled off from the last piece if appropriate.

General guidelines

- Teachers should write pupils' names and subject title on the book cover or stick on a label
- Doodling is not permitted in or on exercise books
- Pupils should be discouraged from writing with a blunt pencil

Guidelines for the marking of children's work

All of the work that the children produce must be marked in a consistent way throughout the school so that children are very clear about our expectations of them.

Children must be made aware of the purpose of each task and focus for marking. Our system of marking has been agreed with all staff to ensure that **quality** marking and verbal and written feedback is given to children in a meaningful way for them to understand. Feedback is given by use of the traffic light system:

G – green – learning objective achieved and good quality work

Y- yellow – learning objective partly achieved or inadequate quality of work

R- red – learning objective not achieved and inadequate quality or quantity of work

Marking will be completed using a pen if work is in pencil and a contrasting coloured pen if work is in pen.

Early Years

Assessment is primarily via spoken feedback. Stickers / House Points are awarded for good work.

Marking should draw attention to incorrect letter formations or spelling, linked to the phonics stage the children have reached. Written comments should praise good work and identify targets. Key words which the children should know will be corrected and children will be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

Principles for everyday marking

Marking a child's work should provide a helpful interaction between the child and the teacher. If children are to develop as independent learners with an awareness of their strengths as well as areas for development (learning targets) it is essential that children are made aware of the learning intentions of the tasks and of the criteria against which their work will be marked.

Marking should:

- relate to what is taught, reinforcing the learning objectives
- be positive, indicating what has been done well as well as where mistakes have been made
- pick up individual or group targets, where relevant
- indicate an area for further development and how to set about the next priority
- be precise, including the use of shared technical terms
- be realistic in expectations.

If the child has not met the objective or their presentation, handwriting and spelling is not as expected a written or verbal comment will be given in every subject, not just English and Mathematics.

Children will also have the opportunity to evaluate their own work by self- assessing against success criteria / steps to success.

Note; time should be made available for children to read and respond to comments made on their work. They will find out how they are getting on and what the next learning step will be. They can also evaluate their progress in terms of gains in knowledge, skills or understanding as well as identify targets for improvement.

Feedback

Marking is only of value if comments are read and responded to.

Wherever possible, marking will take place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Individual verbal feedback; can be indicated on the piece of work by the symbol 'V'. This is more powerful and has maximum impact when pointing out successes and improvement needs against learning intentions. It is also useful when;

- the feedback is complicated and would be too much to write or for the child to comprehend;
- the work is well below or above expectation and talking provides a more sensitive approach.

Whole class verbal feedback; at the end of lessons going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.

Group verbal feedback; to be given as part of a dynamic process either during the lesson or at the end.

Work that has simply been ticked and marked with a 'V' indicates that sufficient oral feedback has been given during the lesson.

Written feedback; should be clear in meaning and developmental (children will find out how they are getting on and what their next learning step will be). Where written feedback is given, time should be made available for children to read the comments on their work, or to have an adult read them.

Target Marking

When a teacher makes a detailed assessment of the work carried out by an identified target group. This will focus on specific agreed success criteria, which has been shared with the children.

The application of English and maths skills across the curriculum is important so marking in other subjects will reflect high expectations in applying these basic skills as well as a clear focus on the learning objective in the subject being taught.

Weekly planning should indicate focus groups working with the teacher or other adult.

On occasions children may self-mark or peer mark under teacher direction.

Where possible it is recognised as being good practice to mark work with the child present so that dialogue between the teacher and child can take place. Comments need to be constructive and positive. It is important to relate comments to the objectives / success criteria and ensure that work is not over corrected. Comments should also provide children with their next developmental target.

Marking symbols

KS1

T.A Teacher Assisted

Ⓣ Target to focus on

Ⓡ = Pupil response

✓✓ Well Done

CL Capital Letters

. Full Stops

Finger  Spaces

 Read and Check

abc Keep handwriting neat and on the line

sp. thay spelling error

^ insert missing word

KS1 (where appropriate) & KS2

sp. thay = spelling error

✓ = Teacher approval for good vocabulary, use of a simile, adjective etc.

^ = Insert word / invite child to insert word

CL = england = capitalisation

P ...he had left behind = punctuation error
P+ = up level the punctuation used

T = Tense error

// = Insert paragraph

--- = Start new line

S? = Check for sense

d+ = Add more detail

d- = Remove some detail / too repetitive

H = Homophones ie. their/ there

T.A. = Teacher Assisted work

Ⓓ = Target to focus on

Ⓓ = Pupil response / reflection

Δ = self-evaluation; child use the three sides of a triangle to self-assess their work and understanding of the LO.

Children respond with a comment

E.g. *My new learning today was...*

I have improved my work by...

Next time I need to...