



## Presentation and Marking Policy



### **Introduction**

We are committed to a professional and positive approach to marking children's work at Alexandra Infant and Junior School, where children's achievements are praised and valued. The marking of children's work offers the opportunity to celebrate achievement, identify areas for development and learning and set future targets. We feel it is important that our methods are accessible to children and they are also involved in the process.

Marking and feedback can be verbal, written and part verbal /part written. Learning is most successful when teacher and pupils are clear about the objectives of a particular piece of work and marking can then advise the pupil how well they have done and what they need to improve on. Marking involves ongoing assessment, feedback to learners and record keeping for teachers. In some situations, the marking and feedback will be given by a member of the support staff who has been responsible for working with the child.

### **Purpose of Marking:**

Marking should:

- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed (Live marking) and if this is not possible through distance marking, both giving the child time to "Fix It" before moving on to the next piece of work.
- Help pupils to become better learners by providing them with feedback, giving a clear picture about what they have done well and what they need to develop.
- Act as a check to keep track of work and see if pupils have improved on their former work.
- Raise attainment in school, as pupils become better learners.
- Help schools to be accountable to pupils, parents, external agencies and the wider community.
- Feed into learning and teaching.
- Gauge the children's understanding, and identify any misconceptions;
- Where appropriate be oral and immediate, in particular in EYFS.

*The best practice in marking will be closely linked to clear targets. However, teachers should look out for opportunities to recognise and celebrate unexpected learning.*

## **Presentation**

At Alexandra Infant and Junior School, we have high standards of presentation. This is important to ensure pupils take pride in their work and that they take their learning seriously. For this reason, it is important that all children are encouraged to follow the schools handwriting policy. It is also important that all adults model the correct handwriting.

## **Non-negotiables**

### **KS1**

In EYFS, English worksheets have the long date on and in maths teachers write the short date. In KS1, the children write the date into their English, phonics, reading and maths books. In maths and phonics, they will write the short date 12.6.23 and in English and guided reading it will be the long date. In year 1 to start they will write Monday 12.6.23 before moving on to Monday 12<sup>th</sup> June 2023. Worksheets will be trimmed to size and stuck in by the children. The font used will be print script – Twinkl School font. The school's non-negotiables must be challenged and poor presentation will not be accepted. If a pupil's work is not up to standard this must be challenged through teacher marking.

### **KS2**

Typed up SC for each lesson. Reduced to A5 and trimmed. SC must feature the short date and the Learning Objective.

Below the SC:

#### **English**

Long date (Monday 23<sup>rd</sup> September 2016)

A short, relevant title

#### **Maths**

Short date (23/09/16)

A short, relevant title

1 digit per box

General


- The date and title must be underlined using a ruler.
- Use of ruler must be accurate.
- Handwriting must follow the school's cursive hand writing scheme.
- High expectations must be promoted at all times.

## **How we mark children's work:**

- Children's work should be marked as soon as possible after completion.

- The child must be able to read and respond to the comments made. Where the child is not able to read the comments then other arrangements for communication must be made. Sufficient time must be allocated to allow pupils to read and respond to the marking.
- Green pen is used to show success and praise.
- Pink pen shows development points/fix it instructions.
- Tick the SC that has been achieved, double tick if exceeded (KS2).
- SC not achieved (so not ticked) should be picked up as a fix it task.
- If all SC are achieved, set challenge task that deepens the learning, provides an opportunity to apply.
- Teachers will provide pupils with **fix it tasks and time**. These tasks will require the pupil to respond in some way. Pupils will respond using **pencil** following a writing activity and in their maths books.
- Fix it tasks **must** be marked by teachers using pink or green pen
- Teachers must provide opportunities for peer-assessment. Where peer assessment takes place the pupil will annotate the work using the appropriate **peer marking symbol** and their **initials** to allow the teacher to follow up on comments (KS2)
- Teachers must provide opportunities for self-assessment. Children should be encouraged to assess their work ahead of final marking in relation to the success criteria. This helps the children to self-reflect at each step of the learning process. Prove it sheets will be used to support this in English (KS2).
- Teachers must provide opportunities for proof reading. Where proof reading takes place the pupil will use a **purple pen (KS2)**, so their corrections/amendments are clear. The pupil will use the **appropriate symbol** to show that work has been proof read.
- All spelling errors will be challenged in work (KS2). In KS1, teachers will always comment on spelling and grammar:
  - if it is a spelling that all pupils should know;
  - if it is something related to the child's target.
- In KS2: Where a spelling is incorrect the teacher must circle the spelling and note SP in the margin. If the teacher feels the pupil is capable of that spelling it is not corrected and the pupil must use the dictionary. If a pupil has misspelled a piece of ambitious vocabulary the teacher will note the correct spelling. Pupils will record their spellings in their personal dictionaries.
- In KS1: The spelling is highlighted in pink. The correct spelling is written at the end of the work for the child to copy three times. In Y2 child are encouraged to use a dictionary or word mat to correct their own spellings.
- All incorrect capital letters to be **identified and circled/underlined (KS1)**.
- Incorrect punctuation **identified and corrected**.
- Teachers are encouraged to use live marking, where appropriate, in order to respond to pupils needs during the lesson.
- Where work has been guided the teacher must indicate GW followed by their initials. It will be assumed all work is independent unless otherwise stated.

The following marking code is used to provide consistency and an opportunity to use short hand:

Symbol	Meaning
VF	Verbal feedback
I	Independent work
GW (6)	Guided work (group of 6)
TS	Teacher support (AIS)
TAS	TA support (AIS)
PM	Peer marking (followed by pupils initials) (AJS)
SM	Shared Marking (AJS)
GM	Group Marking (AJS)
PR	Proof Read (AJS)
SP	Spelling
//NP	New Paragraph (AJS)
^	Missing word
CL	Capital Letter
FS	Full Stop
	Punctuation errors are circled (AJS)

Supply	Supply teacher followed by initials (Please remind supply staff of this expectation)
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### **Monitoring and review**

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every two years, or earlier if necessary.

Updated June 2020 by Lauren Davenport (Key Stage One English Lead)

Updated April 2022 by Hayley Thompson (Acting Key Stage One English Lead)

Updated July 2022 by Hayley Thompson (Reading Lead) and Amanda Smith (Deputy Headteacher)

Updated July 2023 by Hayley Thompson (Reading Lead & maths lead )