



Marking and Presentation Policy

Signed:

Chair: *S. Phillips*

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Churchfields Primary School Marking and Presentation Policy

Introduction

At Churchfields Primary School 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.

At Churchfields we also believe that all children's work should be marked to inform children of their achievements as well as providing them with clear next steps to facilitate their future progress.

Aims and objectives:

Our aims are based on the following core values and ethos in our mission statement, which is:

"to be the best that you can be"

Our aims are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school, we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

We therefore aim to ensure that:

- Children are aware of the focus aspect of each piece of work, ensuring that marking comments and feedback relate to the crucial knowledge which has been identified from curriculum plans and teaching sequences.
- High standards are set in the presentation of children's work.
- Children take a sense of pride in their work by making explicit, acceptable standards of presentation.
- Children are helped to realise that presentation is not more important than the content of their work, but that it is an important aspect of their work.
- Staff offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and reach their full potential.
- Children are provided with constructive written feedback through the marking of key identified tasks
- Set individual targets (next steps) in relation to each child's ability.
- Embed the principles of Assessment for Learning throughout the curriculum.



General guidelines KS1

- Date and title to be written in the book
- During their nursery and reception year the children will be taught to write their full names.
- During Y1 the children will be taught to put the date and title on their work

General guidelines KS2

- All work is dated and titled.
- Date and title is underlined in pencil, with a straight line using a ruler.
- 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 style of handwriting.
- Children are not allowed to doodle on their book covers .
- Incorrect work should have a straight line drawn through it.

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

Pencils and Pens

- Pencils are to be used for all written work in all year groups until a child meets the requirements of the handwriting policy. Pencils should be used for all mathematics work and drawings

Erasers

- Children can use erasers with supervision or at the teacher's discretion
- Children are not to use tippex or eraser pens to correct their work

Mathematics KS1

- Children should write the short date
- When children are using cm squared paper – one digit to be put in each square



Mathematics KS2

- Date to be written in the short format (e.g 25.03.20)
- One numeral in each square

Guidelines for 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. All assessment must impact on planning and marking to have impact on children's progress. Marking should be short, sharp and to the point so that it is helpful to the children. Marking and feedback should relate to the **Crucial Knowledge**, however presentation, handwriting, subject specific spelling and appropriate grammar expectations will also be picked up

All staff must provide time for children to respond to marking and follow the guidance given to them through marking. Children should respond to their pink comments to ensure they understand their next steps.

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. Clear symbols have been agreed which include pictorial representations for KS1 and Early Years children (**Appendix 1**)

Marking will be completed using a green pen for correct answers indicated by a tick and positive feedback. A pink pen should be used for incorrect answers, indicated by a dot and next steps.

There may be times where peer or self-marking may be appropriate.

Early Years

Assessment is primarily via oral feedback. Stickers / merits are awarded for good work. Written comments are primarily for the benefit of external agencies / teacher assessment.

Marking should draw attention to incorrect letter and number 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.

A high emphasis is placed on securing basic skills in Early Years.

Principles for every day 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 (next steps) 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 can be completed verbally during lessons rather than comments in the book as this can have the biggest impact.

Marking should:



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- relate to what is taught, reinforcing the crucial knowledge
- 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
- indicate whether the child has been supported or worked independently

Feedback

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 appropriate response.

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.

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.

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

APPENDIX 1

KS1 &

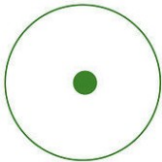
KS2



Finger



Space



s

Capital

letter

s Full

Stops



= Correct work in line with WALT and teacher approval for good vocabulary, punctuation.



= Incorrect answer

Thay they = Corrected spelling



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LSA = LSA supported / marked

work T = Teacher supported work

A = Other adult supported / marked

work I = Independent work

V = Verbal feedback given