Marking and Presentation Policy

Spring 2020

Next Review Date: Spring 2021

Signed: Chair of Governors   ……………………………

Head Teacher   ……………………………

Marking and Feedback

Effective marking promotes excellence in teaching and learning because it ensures consistency and success and involves children in their own self-assessment.

Marking is an ongoing form of assessment and is most effective when completed alongside pupils. It identifies what has been done well and how to improve further. Marking should be linked to the learning objective. It should focus on specific skills, concepts and knowledge, as well as give guidance and positive feedback. All work should be marked in **green** and children should respond to marking in **blue.**

Children's work should be marked daily. Developmental marking should be used where appropriate and pupil responses should be evident and in blue pen.

KS1 & KS2

1. The learning objective (LO) should indicate **M** (LO MET) if it has been fully met, **AM** (LO ALMOST MET) or **NM** (LO NOT MET) if it has not. All work needs to **SU** Supply / **I** independent/ **S** supported.
2. Teachers and TAs should discuss work with the children and give feedback during the course of the lesson. This will be recorded as verbal feedback **VF**.
3. Success Criteria will be recorded in **English books only** in most year groups and where appropriate.
4. Developmental marking should be used. Next steps should link directly to the LO giving guidance of how to achieve it if it has not been fully achieved where appropriate and where verbal feedback has not been given. Marking should be very clear so children know how to improve and how to make progress. Every piece of work should be marked. Comments like 'good work' in isolation are not enough.
5. Children are encouraged to regularly review and edit their learning.
6. Where questions in marking are posed to give the children things to think about/ways to extend their own learning.
7. Opportunities to respond to marking/verbal feedback should be planned for. Children should be able to comment and correct and review work to show they have understood the marking points and moved forward in their learning.
8. Teachers will record in books when a child has been absent.
9.

Early Years

In the Early Years Foundation Stage, all work will be discussed alongside the child. Most feedback is verbal, and children engage in dialogue about their achievements and next steps. Adults annotate children's work where necessary to allow the work/process to be understood by the reader. Children are encouraged to edit and improve their work in consultation with the adults in the setting. Children's achievements are regularly shared with them and their families so that next steps can be discussed.

Next Steps: record as **NS**
Nursery Nurse support: record as **NN**

Presentation Non-Negotiables

- All work must have a LO and a date.
- Dates and LOs must always be underlined with a ruler in KS2 where handwritten.
- Additional paper must be trimmed before sticking into books.
- The margin should be used for numbering work and spelling corrections. Margins should be drawn on the left side of the page in maths by two squares.
- KS1 - work to be done in pencil. KS2 should progress from pencil to ink when handwriting is of the required standard. (See separate Handwriting Policy)
- Work in maths, as well as all diagrams and charts etc. should be in pencil.
- Once a child has been awarded their pen licence, only school handwriting pens (black ink), should be used. Felt tips and crayons are **not** to be used in any books.
- Pages should not be missed or torn out of books.
- Handwriting Policy should be applied across all subjects.
- Mistakes should be crossed out with a single line**.**
- Book covers should show the child's first name only (GDPR), the subject and class/year group.
- All books (English, maths and foundation subjects) should be covered with a plastic cover; there should be no other writing or decoration on the exercise book covers.
- Completed books should be numbered.

Marking Code

P	Punctuation error in that line	**Grammar & punctuation corrections**
SP	Spelling error (a wiggly line underneath)	
CL	Capital letter error	
^	Insert - word/letter missing.	
?	Question mark - this does not make sense	
//	Double forward slash - start a new paragraph	
▪	Error	
VF	Verbal Feedback	**Level of support given and by whom**
I	Independent	
T	Teacher Support	
TA	Teaching Assistant Support	
SU	Supply	
M	LO Met	**Marking the LO**
AM	LO Almost Met	
NM	LO Not Met	
NS	Next Steps (Early Years)	**Next Steps Marking**
NN	Nursery Nurse (Early Years)	
↑	Next Steps (KS1 and KS2)	

Examples of formative feedback – English:

Marking Prompts		
	Reminder	**Scaffold**
	Draws learners' attention back to the learning objective.	**Gives more help by focusing on specifics, helping learners to extend their understanding and improve their work.**
Why? (justifying statement)	Say why you thought this Why did you use this strategy?	Why was it a dismal time? Why did you hate being there?
How did you s/he feel?	Say how you think this made him feel.	How do you think X felt about not being believed? Do you think he might have regretted anything he'd done before?
Add something	Use more adjectives and adverbs here.	**Let's use some adverbs to describe how they fought. Fill in the words:** Jason tried _____ to distract him, but the dragon _____ly used his strength to get past
Change something	Think of a better word than bad.	**What kind of monster was he?** Change bad for a word which makes him sound *more scary*.
Tell us more	Could you describe X?	**What type of boy is James? Good, bad, kind, shy excitable or naughty?** James was a ……………… boy.
What happens next?	How is your story going to end?	**What do you think happened to George because of this?** How did Grandma react? Did she react well? Was she annoyed? Was she understanding?

Examples of formative feedback – Maths:

Maths feedback and marking - Prompts

There are a range of prompts you can use:

Reminder Prompts
Remind the children of the LO and success criteria and what could be improved e.g. *Remember to … Why do you think …? Could you show another method for solving question 3? Have you used …?*

Modelled Prompts
Model what the children need to do e.g. *Can you tell me two things you know about even numbers? Is this shape a hexagon? How do you know?*

Scaffolded Prompts
Start an example so the pupil can complete it e.g. *complete the number pattern*

1,3,5, __, ___, ___. Can you order these numbers in a different way? 3 + 7 = 10 so 30 + □ = 100

Challenge Prompts
Can you use find the missing digits here?

```
        □  7
  X     2  □
  _____
        2  8
     1  2  0
     1  4  0
  □  0  0
  _____
  □  □  8
```

Examples of questions to use in marking/feedback:

Can you explain how you got your answer?

Can you prove it?

What's different?

What's the same?