

Marking & Presentation Policy

Introduction:

This policy is written to support the teaching and learning at Gilbert Scott Primary School through the use of effective marking procedures. This is done in order to develop the children's ability to reflect upon their work, learn from making mistakes, respond to constructive criticism, take their learning forward and improve their independent learning skills.

Pupils will have the learning objective explained as WALT (We Are Learning To), the success criteria, which can be created where relevant with the pupils, as WIN (What I Need) to do or WMG (What Makes Good).

All marking must be Meaningful, Manageable and Motivating.

Aims of the Marking & Presentation Policy:

The marking & Presentation Policy will:

- Support and promote raising progress and attainment of each pupil.
- Facilitate and maintain effective communication between teacher and pupil in order to improve their progress.
- Be part of the effective formative assessment procedures, informing and evaluating, for teacher and child, the progress made and giving next steps for pupil's learning.
- Develop a reflective attitude towards work completed by the child, fostered by the teacher.
- Set out guidelines and standards for marking & presentation procedures across the school.
- Enable each child to reach the optimum learning potential for each task undertaken.
- Raise children's self-esteem by ensuring they take pride in their work and view errors made as part of the learning progress.

General marking guidelines for all areas of the curriculum

- Verbal/instant feedback to pupils is the ideal way to develop pupils' learning. In each lesson the teacher will have an opportunity to do this either when sitting with the focus group they are working with or when moving around the classroom.
- Developmental marking is done against the learning objective (WALT) and/or other issues that have arisen to move the learning on. This can be in the form of a question, a correction, to re-write and improve a sentence, correct spellings, a challenge or a brief comment with an example where necessary.
- Marking will acknowledge aspects of the work that the pupil has achieved against the WALT and success criteria by highlighting in pink or where a child has exceeded expectations.

- Areas of work to be addressed, corrected, improved or edited will be identified by highlighting in green.
- Developmental marking comments and ticks will be done in a pen that is different in colour to the one the pupils have written in and will be legible, using cursive writing, to all those that read it.
- When appropriate, the teacher will allow the pupils to develop peer and self-marking skills to mark each other's work with the teacher's guidance. This practice encourages pupils to reflect on their work and move them to clear recognition of how to develop their skills/thinking to move on in their learning.
- Members of staff will allocate time within the timetable for the pupil to respond to the areas of work that need improving (indicated by a green highlighter) and work on tasks given. Children are to respond using a green pen.
- The teacher must then acknowledge their response using a pink or green highlighter.
- Errors are part of the learning process and therefore are nothing to be ashamed of. They should not be rubbed out once marked but corrected in the nearest convenient space in the work.
- The member of staff who taught the lesson, unless prior agreement has been made, will mark the work. Any other member of staff will initial marking; this includes supply teachers.
- Teaching Assistants may mark work as directed by the Class Teacher following the marking policy, writing any comments in pencil.
- Developmental marking will occur at a minimum of once a week.
- All work to be marked either developmental or cursory.

Further guidelines

English across the curriculum

- **SPELLING:** At the end of each piece of work that has been completed and marked, 2 misspelt common high frequency words in KS1 and up to 3 misspelt words in KS2 that they should know, will be highlighted and indicated by SP for practise by writing each work three times.
- **PUNCTUATION & GRAMMAR:** Missing punctuation and mistakes will be highlighted in green. In KS1, children will be guided to what the missing punctuation is and how to correct their mistakes. In KS2, children will be expected to identify what punctuation is missing and their mistakes made.

Maths

- Underline correct calculations using a pink highlighter if the WALT has been achieved.
- Underline wrong answers using a green highlighter (no more than three).

Foundation including Science

- In Science, developmental marking should be against the skills taught.
- A summative assessment comment should be made half way through each subject taught within a specific topic with a summative judgement made at the end

Equal Opportunities

The National Curriculum should be available to all pupils regardless of gender, race, ethnicity, ability or special educational need.

Marking tasks are differentiated by the teachers to enable the child, whatever their need, to receive achievable feedback on their next steps for learning and with sensitivity towards the child's attainment in that lesson.

Racial Equality

The National Curriculum should be available to all pupils regardless of race or ethnicity. The school in order to fulfil their full potential and therefore reach the highest possible attainment supports each child. Children of different races and ethnicity are supported to achieve their best firstly through their class teacher and the delivery of the National Curriculum. Lessons are differentiated to reflect the wide diversity of cultures both within the school and the outside world. Children of different races/ethnicities also have access to differentiated tasks and feedback in order to attain their learning potential.

Monitoring & Evaluation of Marking and Presentation.

In order to maintain and promote consistency of high standards in marking & presentation in the school, regular monitoring and evaluation of pupils' books will be undertaken during lesson observations. At all times, the teacher will be given written feedback on their lesson observations and direction on how to improve individual practice. The English and Maths co-ordinators will be released to undertake a rolling programme of work scans across the school to monitor the standard of marking and presentation in each class. The teachers will then be given feedback on these work scans and targets on how to improve the calibre of their comments to their pupils.

Recording and Reporting to Parents

The children's books are available for parents to see at any time. In order to maintain security within the school, parents are asked to book an appointment to discuss issues pertaining to their children at the office. Teachers are also available for an 'informal chat' at the end of the school day, when they lead the children out to dismiss them.

In addition to these times the school hold Parent Consultations twice a year to discuss their children's attainment with their parents and the children's books are available at this time.

PRESENTATION

Presentation is developmental throughout a pupil's years at Gilbert Scott Primary School.

All work should be neat, tidy and dated.

The use of a ruler to draw lines will be encouraged from a pupil's first day in Year One at Gilbert Scott Primary School. This is particularly important in mathematics.

Underlining by the children will always be done with a ruler using a pencil.

If a mistake is made it will be crossed through with one line using a pencil and ruler.

Erasers can be used at the discretion of the teacher.

Children will not be allowed to draw or doodle over the covers of exercise books or folders.

Books should be neatly named or labelled written with the full name/class/subject.

Maths work will follow the conventions of all other subjects, i.e. working horizontally from left to right across the page. Maths should always be in pencil. Maths work will be set as appropriate to the task either horizontally or vertically.

Children in Years 5 and 6 will be given an opportunity to write in blue ink. Any child in Years 3 and 4 with well-formed handwriting will be rewarded by being allowed to write in ink at the teacher's discretion.

Children will write using cursive script.

STATIONERY TO BE USED

The below are minimum requirements. Each year group may have extra stationery 'on top' of these suggestions, i.e. separate writing books.

In EYFS:

Yellow half lined half plain A5 book
Red, yellow and blue card tag folders

In Key Stage One:

English A4 blue, wide lined book
 8" x 6" red handwriting book

Maths A4 blue, cm book

Topic A4 red, plain book
RE A4 purple, lined book

In Key Stage 2:

English A4 lined, yellow book
 A4 yellow card tag folder
 8" x 6" purple handwriting book

Maths A4 squared, green book
 A4 blue card tag folder

Topic A4 orange, lined book

RE A4 purple, lined book

Spanish A4 orange, card tag folder

Taking photos and displaying these on the walls could record Art and Games etc. These pictures could then be given to co-ordinators as evidence for when Ofsted next visit.

Reviewed by staff: October 2017

Revised:

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