



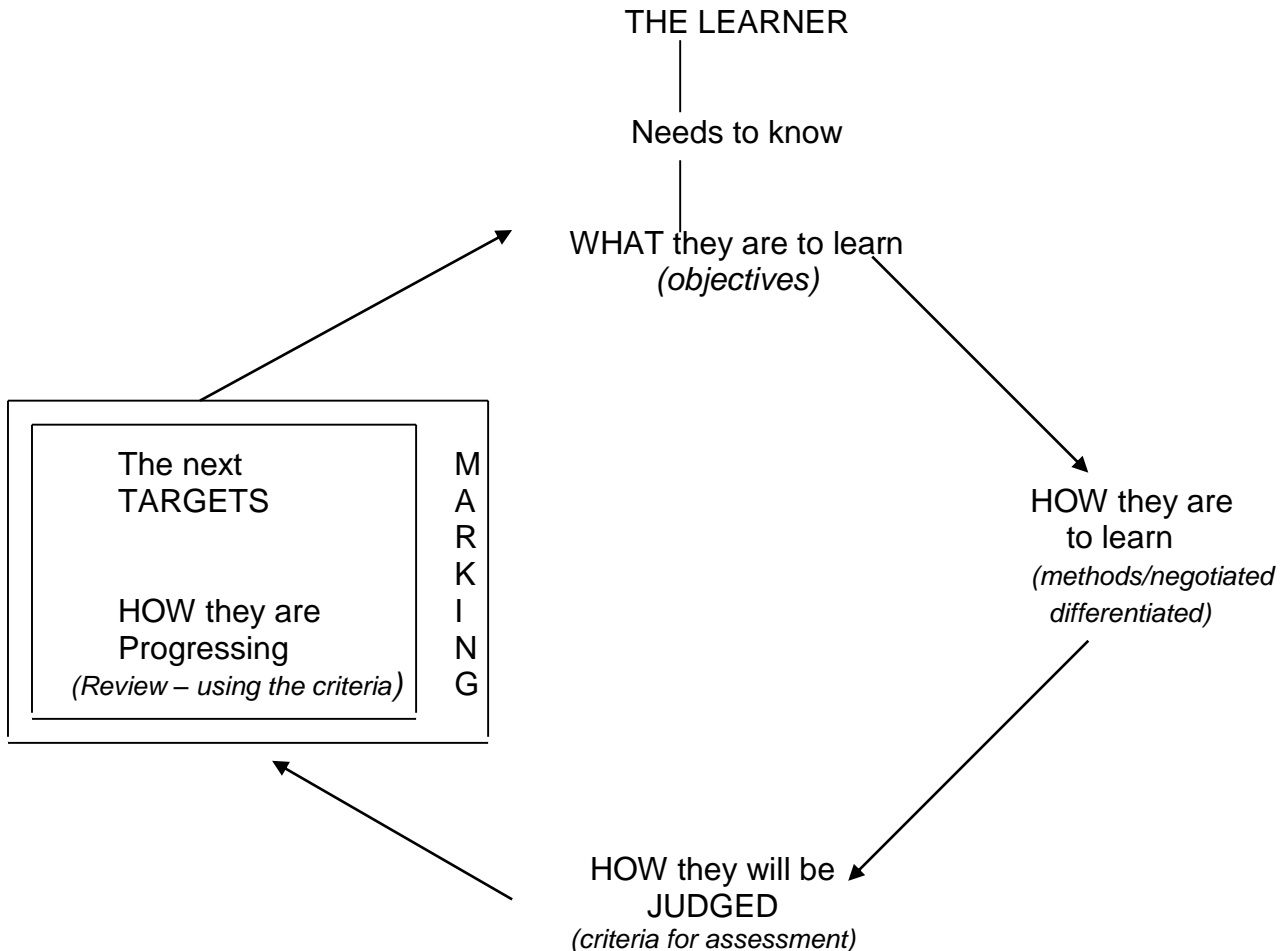
AMBLECOTE PRIMARY SCHOOL

MARKING & PRESENTATION POLICY

Introduction

Marking needs to be meaningful and used constructively to promote pupils learning. Day to day marking needs to be deliberately used by teachers to diagnose specific strengths and areas for development in pupils' work. Consequently, marking is an integral part of the assessment process which records significant progress and achievement. It allows staff to gauge understanding of learning and is an important evaluation tool to guide future planning. The marking may be in oral form, a written comment or symbol on the pupil's work. The Assessment sheets can also be used as evidence of marking or the AF's used as developmental targets for improvements and/or next steps.

The following diagram illustrates the process.



Aims

We mark for a number of reasons:

- To indicate if the pupil has understood the task and responded appropriately.
- To provide positive feedback to pupils on their success.
- To give guidance to enable pupils to improve their performance.
- To indicate where the pupil is having success and difficulty.
- To aid future lesson planning.
- To inform pupils that their work has been seen and considered and thus improve the pupils' motivation and self-esteem.

Effective Marking

We want our marking to have a beneficial effect on the behaviour, motivation, outlook and self-esteem of the pupils.

Therefore, effective marking should:-

- Provide clear evidence of attainment and achievement.
- Be meaningful and where possible lead the pupil to feel satisfaction and a sense of achievement.
- Point out strengths and areas for development to the pupil and help them to understand further learning targets.
- Take into consideration the pupil's potential, ability and age, a verbal comment is often more effective with the younger child.
- Be worth the time and effort expended on it.
- Motivate the pupil, which is more likely to happen with children if it is done as soon as possible and ideally with the child present.
- Be based on specified, explicit criteria.
- Acknowledge every piece of work.

Setting Criteria

As part of the planning of the scheme of work, programme of study and individual lessons, the teacher should decide and make explicit the criteria for assessment. The identification of these criteria needs to be done at an early stage and is more easily achieved if done in consultation with other teachers.

- The criteria used when marking the work must be made clear before the pupils begin work. (This can be done orally.)
- The specific criteria should be realistic and should depend upon the age and capability of children.
- The teacher may also have implicit criteria, of which the children should be aware, e.g. work given may be expected to conform to an agreed Presentation Policy, or to be correctly punctuated or spelled. These criteria should be within the pupil's capabilities.
- Since only a limited number of criteria will be used in marking any piece of work, it may be that sometimes specific elements e.g. spelling, may not be marked. Pupils and parents should be aware of this.
- Comments, either verbal or written, should refer only to the criteria for that piece of work.
- Criteria which are not satisfied could become future targets.
- Worksheets used throughout school should have the learning objective written at the top.

Marking Practices

- Marking should include positive as well as developmental points.

- Marking should normally be of contrasting colour to the pupil's work (unless for display purposes where the wish is not to spoil the appearance of the work).
- Comments should be clear, legible and in appropriate language and script, so that the pupil can understand and react appropriately.
- Similar types of mistakes or achievements, which conform with the criteria for marking the work and which the teacher has decided to draw to the attention of the pupil, should be marked in the same manner throughout the school. A marking key is attached to this policy document.
- Differences in marking practice between the key stages are evident. In KS1 it is more usual to verbally discuss errors. In KS2 it is more common to draw the pupil's attention to errors in writing – so long as these errors are in relation to the criteria for the piece of work.
- Generally work in any subject is marked to subject specific criteria. Neatness and presentation should NOT be an overriding factor unless that is the criteria.
- In the case of Mathematics, it is general practice to have right and wrong answers to individual items and the pupil's work is usually marked as correct or incorrect. If a pupil has not understood the work and may have many wrong answers, it is advisable not to mark every wrong answer, but to write a constructive comment at the end such as *"We will go through this work again together before you correct this Kate"*. It is also more common in Mathematics for teachers to set out work in the pupil's book to show the appropriate method.
- For most pieces of work the learning objective should be put at the beginning of the work. These can be incorporated into the title of the work.
- Whenever possible work should be marked with the pupil as they are working to allow discussion and encouragement.
- Teacher's initials at the end of a piece of work only acknowledge work has been seen but not marked accurately.
- Supply staff, non-class teacher or other adults should initial all marking.
- Time should be given to pupils for reading comments on work and maybe given for completion of corrections.
- Pupils must have the opportunity to act on these comments either in correcting the original or in the future pieces of work.
- The use of stickers / stars etc is acceptable but at the discretion of each teacher.
- If a child is absent record this in their book (KS2 only)

For the Pupils

- Pupils should understand that marking is a positive contribution to learning and not a punitive exercise.
- To make marking more effective, pupils need to be encouraged to read any comments and if necessary to respond to them.
- Pupils should realise the importance of individual achievement and that oral or written comments are particular to them and that the teacher is always available for clarification.
- Mathematical errors involving calculations will be indicated by a dot (.) and should normally be corrected by rewriting the calculation, not merely changing the answer.
- In other subject areas the method of correction is at the teacher's discretion.
- As pupils mature, it is possible for them to take a more active role in the marking process. They can easily mark mathematical answers; with care they can mark spellings and they can make constructive comments on their own and others' work during activities such as drafting. Teacher monitoring will ensure learning takes place.
- The more familiar pupils become with criteria for work and for marking, they can be encouraged to judge their own efforts (self-assessment) against the criteria. They can also be given opportunities to judge a partner's work (peer assessment).

- The attention of pupils should be regularly drawn to a copy of the marking key, which should be on display in the classroom.

Overall, work should be produced in accordance with the school's presentation guidelines. The presentation guidelines will work alongside but not dominate any other criteria.

These guidelines should be on display in the classrooms.

Involving Parents

Teachers should take appropriate opportunities to explain the thinking behind this policy. Information could be disseminated to parents at induction evenings and open evenings.

A copy of the marking key should be available on request.

Monitoring, Assessment and Evaluation

- Key Stage Co-ordinators, subject co-ordinators and others will, in the course of their duties, examine pupils' work and the methods of marking and provide appropriate feedback.
- This marking policy is integral into the School Development Plan and so will be reviewed and evaluated by the teaching staff.

MARKING KEY

Marking symbols should be used in conjunction with the criteria set at the start of a piece of work, taking the ages and abilities of the children into account.

GENERAL

Key Stage 1

✓ This work has been checked and is CORRECT. Possible comment.

😊 Good. Well done. Target Achieved.

(Initialled) Seen but not checked as correct.

1hp House point awarded.

Verbal feedback/VF to indicate developmental communication.

Key Stage 2

✓ Work has been checked and is acceptable. Possible comment.

LOA Learning Objective Achieved. Comment necessary is objective not achieved.

(Initialled) Seen but not checked as correct.

1hp House point awarded.

WRITTEN

— Underlining to identify mistakes.
Spelling corrected.

? 👁️ Does not make sense
Use Teacher check eyes.

^ Word missed, written above.

? Does not make sense
sp spelling above work

^ An omission

O Something needs checking

// Needs a new paragraph.

MATHEMATICS

✓ Work checked and is correct

- Incorrect work. To be corrected either independently or with adult.

✓ Work checked and is correct

. Incorrect work. To be corrected

X If correction not accurate.

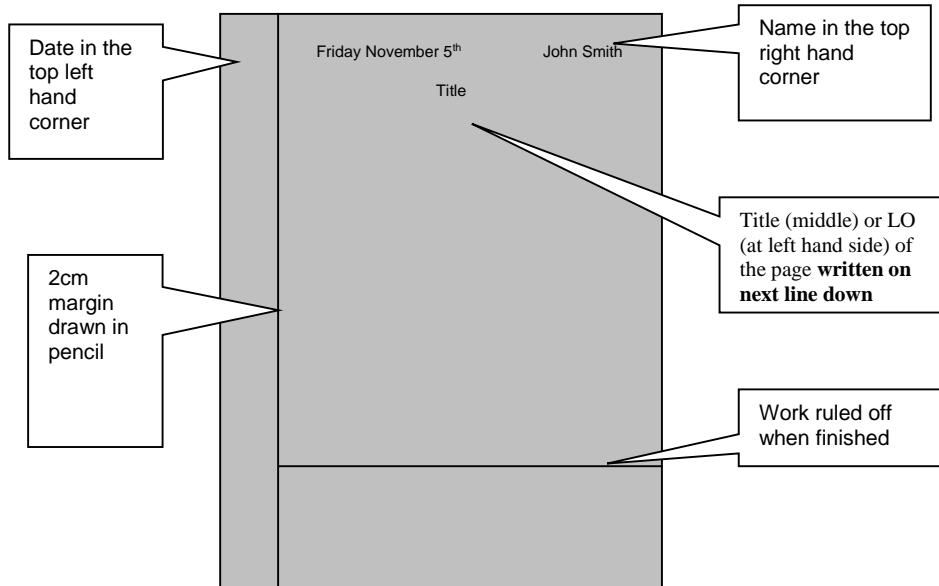
O This is where the mistake occurs. Correction to be done next to the sum or underneath work.

PRESENTATION GUIDELINES

Standards of presentation are important. Learning to present work well is preparation for the world of work. It is agreed that the following be applied to learning activities.

- In Reception – that the child writes their forename.
- In Class 1 – the child is expected to write their forename progressing to the addition of their surname when appropriate.
- By Class 2 all children should be able to write their complete name progressing to the date.
- In Key Stage Two, all children should be including their Name, Date and a Title.
- For work on Plain Paper or certain Exercise Books a margin should be drawn in pencil and not be excessive in width – 2cm wide. (KS2 only)
- The date should be written in words e.g. Friday 5th November in any written work. In Mathematics the use of number should be encouraged i.e. 05.11.10.
- A line should be left as a space between paragraphs.
- Children should NOT use biro for class work.
- Blue coloured ink should be used for all work.
- Fountain pens, specialist handwriting felt pens or gel pens are encouraged when children have developed a good cursive style of handwriting. At present, individual children start to use pen from Year 2 upwards, when specified by the class teacher.
- No Correction Fluids or ‘Magic’ Pens should be used in lessons.
- When colouring Pencil Crayons are encouraged. Felt pens, water crayons and wax crayons of course have their place and children should be made to realise their suitability for varying tasks.
- At the beginning of a new academic year, work should begin on a new page.
- The use of Guide Lines with plain paper is a common practice. Lined paper should be used with younger children /developing writers from Year 2 onwards.
- The application of graffiti or stickers on any work/books should not be allowed.
- Errors should be crossed out with a single neat pencil line. The use of rubbers and their ensuing mess are to be discouraged.
- Exercise books and plain/lined A4 paper are used throughout the school to present work. A decision on how this be done will be decided by staff so that we have a uniform system throughout school.

- Naturally these guidelines should apply to the teachers own standard of presentation in the classroom.
- Example when using paper:



Display

- Work for displays should be well presented, but representative of the whole class. The work should be marked discretely and mounted appropriately. Pupils should not spend lots of class time copying out work for the wall.
- Displays of pupils' work should be just that, work should be named and pupils acknowledged in group efforts.
- Interactive and informative displays for learning may not necessarily be children's work.

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A Mason