

# HAZELDENE LOWER SCHOOL



**MARKING AND PRESENTATION POLICY  
REVIEWED MARCH 2015**

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

TO BE REVIEWED March 2017

## ***Rationale***

We believe marking should provide constructive feedback to every child. Marking is to be used to help pupils understand what they need to do to improve their work and make progress. By developing a whole school policy it should enable the process to be fair and consistently applied by all staff. The criteria for marking should be established with pupils and understood by them.

Pupils' marked daily work and Gold Write work, will be used from time to time to moderate teacher assessments within school and occasionally between schools.

We believe that the purposes of marking are:-

- 1) to provide the child with appropriate feedback and encouragement
- 2) to recognise, acknowledge and value pupils' achievement
- 3) to evaluate teaching and identify the next step
- 4) to identify pupils who need more support or more challenging work
- 5) to help the child to review his/her work
- 6) to set standards/targets for individual and groups of pupils
- 7) to aid assessment, including reporting to parents

### ***Marking will be effective when we:-***

- have practice that is consistent and in line with our overall policy on assessment recording and reporting
- personalise the marking and feedback for every child
- involve all adults working with the children in the classroom
- provide feedback to children soon after the work has been completed through conferencing sessions the following day
- include both written and oral feedback where appropriate
- focus our responses on the learning intention and criteria for success
- ensure that children understand the marking system
- ensure that children understand their achievements and know what they need to do next to make progress
- use the information gained to adjust future teaching plans
- regularly review our policy for marking, making sure that practice continues to reflect school policy
- provide children with opportunities to assess their own and each others' work and give feedback as appropriate through peer and self assessment

## ***Methods of Marking***

### ***General***

1. Every piece of work must be marked in some way to show that it has been seen. The teachers mark in red pen and all others blue pen. Pupils will use coloured crayon to self or peer assess neatly in a small coloured circles at the end of their work.
2. Positive symbols will be used to encourage and reward effort. These may take the form of a smiley face, stars and stickers etc.
3. 'Stars of the Week' assembly is a further way of rewarding and celebrating Achievement, as is placing work in 'The Golden Book of Achievement'.
5. Children will be made aware of the focus of the lesson, **learning intention**, what we are learning and the **success criteria**, what the teacher is looking for.
6. There should be planned conferencing times with pupils that will be used to **give constructive feedback and help pupils develop their own ability to self-assess**
7. Children will be encouraged to mark their own and others work when appropriate. They may exchange their work with a friend for editing/ proof reading.
8. The head teacher, SLT and subject leaders, will sample pupils' work to monitor the consistency and effectiveness of marking and feedback to the children. This will take place through SLT meetings and PPM meetings with members of staff. Subject Leaders should also be involved in this process.

### ***English***

1. When marking children's written work selective corrections will be made, focusing on particular errors. The lessons learning intention will be the core focus and individual targets can also influence choice of written and verbal feedback.
2. Comments/ suggestions can be made at the end of a piece of work and ticks/ smiley faces added at the end or in margins. Pink and Green highlighters will be used, pink to indicate (tickled pink) and green (green for growth – areas to develop or correct). When setting next steps (through marking and feedback), two horizontal pink lines at the end of a piece of work should be used when indicating areas of success and two horizontal green lines should be used to indicate the next step and follow up work.
3. **Not all pieces of work need to be responded to in written forms verbal responses will** Sometimes be more appropriate to the nature of the work. **Annotations on planning will reflect how children have met the learning intention when a lesson has had more of a focus on Speaking and Listening. However, photographs will be included in books with annotations.**

4. Comments related to time taken and whether or not work is completed may also be made. All worksheets should be kept to a minimum and trimmed before sticking into books.

7. Spelling –

- a. Not all incorrect spellings in a piece of work need be highlighted.
- b. Emphasis should be given to correct spelling of key words or words that have been given for spelling homework. Children should be encouraged to self correct spellings. At the end of a piece of work children should be encouraged to check for themselves any words that they think they might have spelt incorrectly. They may find these in words on display or dictionaries and then correct themselves.
- c. Complex or ‘technical’ spellings or those difficult to find in a dictionary should be corrected by the teacher.
- d. At KS2 ‘best copies’ should be accurate and all mistakes should be corrected.

8. Handwriting –

Correction of handwriting should usually be confined to handwriting exercises or best copies, not first drafts. However, consistent errors could be highlighted at the end of a piece of written work (e.g. reversed letters, inappropriate use of capitals, incorrect placing on a line).

7. Extended writing/ Gold Write-

- will be marked to the learning intention and success criteria.
- Children from Year 2 upwards will be provided with differentiated Learning Ladders and will self assess against these.
- Staff will set next steps from each piece of Gold Write and use these as assessment.
- A number of good points are indicated with a pink highlighter pen. (The teacher is tickled pink)
- areas for development are indicated with a green highlighter pen.(Green indicates an area for growth)
- the children are supported in making a small improvement to their work when appropriate

Classroom resources and displays will reinforce the target focus and celebrate individual achievement. VCOP boards will be visible and interactive in every classroom. Sounds Write grapheme cards will be present in KS1 classrooms as will alphabet strips and examples of the handwriting script.

***Specific Presentation Points***

1. Dating of children’ work

- In Foundation and Year 1, the children may write the date when able to and quickly enough, otherwise staff will write the date for them.

- In all other year groups, the day and date plus the year will be written in full. The date will be written starting from the margin on the left hand side. When 'th', 'nd' and 'st' are added after the date, this will be written on the line e.g. 2nd January 2015. In mathematics the short mathematical date should be used eg. 02.02.15
- The date will be written on all pupils' work, which is to be filed for assessment.
- The WALT will be written above each piece of work. In KS1 the Walt will be stuck clearly underneath the date for each piece of work.
- Children will be discouraged from using rubbers in literacy and a gentle line through mistakes will be encouraged instead.

### ***Mathematics***

1. Correct answers are marked with a tick.
2. Incorrect answers are highlighted with a circle.
3. Written comments should be made where applicable. It is important to state whether the child has achieved the learning intention. It may sometimes be informative to comment on the time taken to complete the work and additional support given.
4. Green line feedback opportunities should be provided at least weekly. This may be an extension opportunity from the work undertaken in the classroom, or an opportunity for individual assessment if the work was adult supported.
5. Corrections:-
  - incorrect answers should not be rubbed out.
  - workbooks – children should be given time to make corrections and these should be made near the original answer.
  - squared books – corrections should be made near original answers or at end of section.
6. If children misunderstand work or have made a large amount of errors, then 'come and talk to me' will be written at the foot of the page.