

MARKING AND PRESENTATION POLICY

The purpose of marking is to:

- Check the children's understanding of the learning objective – have they been successful?
- Monitor the children's progress against their targets.
- Help the children see how they can improve.

Practice:

The Learning Intention (LI) always conveys precisely the expected learning. In KS2 the LI is stated clearly on the children's work in all subjects. In KS1 the LI may be stated more briefly. Success Criteria further clarify the LI.

The LI is marked using a face system in all subjects. Written marking should be done in green, and should be positive and encouraging. If verbal feedback is given this is clearly shown on the work.

Teacher comment		Children's comment (Pencil circle)	
☺	You've got it. Well Done! (May have a 'GD' and praise comment in exceptional circumstances)	☺	I understand
☹	Nearly there – Keep trying. Will have a reference to success criteria and/or comment to support improvement	☹	I think I've got it, but I need more practice.
☹	Please see me. I can help. Will always have a comment.	☹	This is hard. Please help me.

Comments on the text and key spellings may be appropriate. The following symbols are to be used:

sp in the margin with the word underlined indicates a miss-spelt word. It may have x3 next to it to indicate to the child to write the correct spelling out 3 times.

● indicates missed punctuation.

// indicates a new paragraph.

^ indicates a letter or word omitted.

Missing capital letters are clearly overwritten at KS1, indicated by CL in the margin for KS2.

└ indicates next steps – it may have a comment or a reference to success criteria.

AG shows that the work was adult assisted and will be initialled by the adult.

V verbal feedback during the lesson.

In all subjects the children are encouraged to comment on, proof read, re-draft and check their work, either individually or with a peer, prior to handing it in to be marked.

Writing each week will be marked in depth on a rota basis. The teacher will draw attention to two or three phrases or sentences where the child has been particularly successful in achieving the LI through the success criteria. One phrase will be given the next step prompt to enable the child to improve their work. Time will be given to act on this prompt in a subsequent lesson. Marking in class during the children's working time allows for immediate oral feedback – this is recorded with V in the book.

In Mathematics, a small cross or dot is used to show an error and the problem is followed up with the children. The children may peer mark as appropriate, with the teacher encouraging a discussion of strategies used.

Stickers and team points may be given at the discretion of the teacher with the child clear as to how this reward has been earned. Pupils who have made a particular effort should be referred to the Head Teacher or Deputy Head Teacher.

During Evaluation and Monitoring the Understanding (EMU) sessions the subject manager will note the work they have reviewed using 'EMU' and dating it. This will be recorded on the work.

Presentation:

The children are encouraged to take pride in their work, presenting their work to the highest standard at all times; using a ruler to draw lines, especially for tables and graphs. All work should be dated in an age appropriate way, generally using the long date for English, but a short date for all other subjects.

Blue pen (ink or roller-ball) is used in KS2. (Biros are not permitted) A ruled line should be made through a mistake. In Mathematics, Art and DT pencil is used. Erasers may be used at the teacher's discretion.

Poorly presented work may be repeated in part to ensure high standards. Work for display may be recopied in totality.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2023