

POLICY FOR MARKING AND PRESENTATION

Aims

At King Alfred Federation we aim to provide a consistency of approach in the marking and presentation of all children's work. Marking is key to raising standards in attainment and progress. The Marking and Presentation Policy is an integral part of assessment. Marking is crucial in raising expectations of children and teachers, and therefore it will:

- ✓ Create and improve standards,
- ✓ Provide a sound basis for assessment and report writing,
- ✓ Inform and modify planning.

Objectives

As a result, our marking will:

- ✓ Be regular, frequent and of a high standard.
- ✓ Link with the Learning Objective.
- ✓ Look for strengths (Wows) before identifying weaknesses (Nows).
- ✓ Look for opportunities to provide positive public feedback to children concerning work, which is specific to that child's learning.
- ✓ Provide a record of children's progress.
- ✓ Identify at least one way that the children can immediately move their learning on (Now comment)
- ✓ Help parents understand strengths and weaknesses in their children's work.

The items included in this policy are Non-negotiable

Implementation

- Pupil premium children to have their books marked first. (LEAP)
- In almost all cases ✓ to be used to signify correct work and a ? to signify incorrect work (not X – only in exceptional circumstances)
- All work marked to the LO with ✓✓✓ system – minimum expectation.
- Core subjects (Literacy, Maths and Science) – Every piece of work should be acknowledged as a minimum expectation and Wowed and Nowed at least once a week.
- In 'Big' writing books, a child speak levelling sheet should be stuck in next to the child's piece of writing. This should be done weekly in year 5 and 6 and fortnightly in other year groups. They should be given the opportunity to tick off the objectives they feel they have met in coloured pencil or purple pen. The teacher should mark off the objectives they have met in green.
- Green highlighters should be used to pick out good practice in a child's work. This should relate to the Wow comment which is being given. This comment must also be highlighted in green.
- The Wow comment should be specific to the learning objective.
- Pink highlighters should be used to pick out areas for improvement. This should relate to the Now comment which is being given. This comment must also be highlighted in pink.
- The Now comment MUST enable the children to make the next step in their learning. This is evidence of progress.
- All Big writes, must be marked in detail (WoW and NoW comments) and literacy books must be WoW'ed and NoW'ed at least once before each Big write.
- Foundation subjects – all work to be acknowledged using the three tick system as close to completion as possible. Teachers must also use LO marking system overleaf.

- All marking completed by a teacher should be in green pen. All child responses should be in purple pen.
- Children must be given time to look at and respond to previous marking before independent work is begun in the next lesson. They **must** respond to the marking.

<u>Maths</u>	<u>Literacy/ Science</u>
➤ Highlight the teacher Now comment in pink and provide an appropriate bubble drawn in pink highlighter pen for child to respond/ complete the challenge	➤ Highlight the teacher Now comment in pink and rule across the page in a pink highlighter pen for child to respond/ complete the challenge below the line.

- Supply teachers must mark work at the end of the day and indicate with an S or supply.
- PPA cover and TAs should initial the marked work. A stamp should be used.
- TAs should mark the work of the group or individual that they have been working with in that session in the same way as the teacher.
- All comments should be written legibly so the feedback can be read by the child.
- Children must be able to understand the marking. The marking is for them to make progress.
- An agreed code of symbols will be used when marking all work:

- ✓ correct
- ? incorrect
- VF verbal feedback given
- // new paragraph
- ^ word missing

 Does not make sense

Foundation subjects

- LO= Learning objective
- LOV= LO achieved
- LOx= LO not achieved
- LO(p)= LO partially achieved
- LO(ws)= LO achieved with adult support
- Sp= Spelling issue
- P= punctuation issue
- A= absent (from school or class)

In KS1 and 2 a tick system will be used self assessment:

✓✓✓ I am very confident about this and would be able to work on my own next time.

✓✓ I am reasonably confident about this and would like you to keep an eye on me next time.

✓ I am starting to get the idea of this but I need you to work with me next time.

? I am confused about this and I need you to go over it again.

- In some cases children may mark their own work, such as spelling tests etc. This should be done using either a purple pen.
- Children will be encouraged to self-evaluate by using the three tick system.
- Where possible, children should be involved in the marking process, which should include verbal feedback. Verbal feedback needs to be related to the LO and specific. Record Verbal feedback in book as VF.
- School and class rewards may be linked to the marking of children's work.
- Children may feel they have met their individual targets and should write T? in the margin to show where they feel the evidence is. The teacher should confirm this evidence by ticking the 'T' and dating the target sheet.

Marking as a formative assessment is a powerful tool enabling the child to improve and move forward in their achievements. The evidence shows that quality feedback can add up to 8 months progress to a child. Evidence also shows that poor quality feedback can have a negative effect on progress.

Presentation

Expectations-

All Literacy, Numeracy, Science and Topic books **MUST** have a plastic cover and a sticky label with

Child's name

Class/ set name- Year group

Subject-Book Number

Handwriting pens **MUST** be used for writing in all subjects other than maths from yr 3 upwards as soon as they have consistently neat joined handwriting.

No felt tip/ biro/ fountain pens to be used at any point in any book

Pencils to be used for ALL maths activities and for pictures/ diagrams/ tables in all books.

Whenever possible, all LO's will be printed either on an LO strip or on the steps for success grid, cut out and neatly stuck into the book starting on the far right hand side of the page. The only exception to this, is when the teacher is using the writing of the LO as handwriting practice. In this case, the LO must be written starting at the margin on the left hand side of the page.

Handwriting which is on display, in books or being modelled by the teacher must be joined, legible, consistently formed and neat in line with the agreed Handwriting script. This is age appropriate and the script modelled must be in line with the high expectations for pupil writing (ie. Print in EYFS and all joined in year 3 in line with school script)

All letters must sit in the correct position on the line and all work must start at the margin on each line.

Rulers **MUST** be used in all cases when lines are required.

Titles/ labels (on graphs etc) must be underlined using a ruler.

When worksheets/labels are stuck into books, these must be cut to size so that no edges are overlapping the page. These must be stuck in perpendicular to the page.

Mistakes must be crossed out using a single, ruled line. (This enables the teacher to see what errors have been made and self-corrected) Rubbers are to be held by members of staff and used sparingly, at the discretion of the staff. (Some children may have a specific difficulty where mistakes provide a barrier to learning- SLT will discuss if more regular use of rubbers is appropriate for specific children).

If work is completed for the session and more than half a page is still; unused, rule a line, horizontally across the page and begin the next session directly below the ruled line.

When a child is absent from school, their absence must be recorded clearly underneath the LO for that day.

<u>Maths</u>	<u>Literacy</u>	<u>Other</u>
<p>Pencil only to be used. Steps to success to be used for all lessons. These will include the date, the LO, the three differentiated steps and a column for both teacher and pupil to assess using the 3 tick system. (see below) Short date to be used: 18.11.14</p> <p>Use one square for each digit/symbol. Written work must flow as normal, sitting on the line. Margin to be drawn 3 squares from the edge of the page.</p> <p>When completing calculations, fold the page vertically, (top to bottom) to create two columns. Then use the left hand column first before moving to the right hand column. If right hand column is not full, use this for your marking and feedback.</p>	<p>Pen to be used from Yr 3 upwards LO to be stuck into books starting at the margin. These must refer to what the child will be learning during the lesson and so must include the word 'learn or learning'.</p> <p>Long date to be used: Tuesday 11th November 2014</p>	<p>Pen to be used from Yr 3 upwards LO to be stuck into books starting at the margin. These must refer to what the child will be learning during the lesson and so must include the word 'learn or learning'.</p> <p>Long date to be used: Tuesday 11th November 2014</p>

Review Date: November 2016