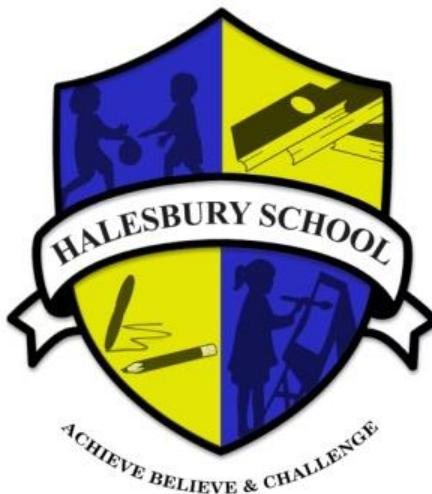


HALESBURY SCHOOL



Marking & Presentation Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	September 2020
Next review date	September 2021



Marking & Presentation Policy

2020-21

Policy Statement

The purpose of this policy is to make explicit how teachers mark children's work and offer feedback.

To be effective, this policy needs to be clear, manageable and consistently applied across the whole school. The main objective of marking and feedback is not to find fault, but to help children learn and give constructive feedback.

Rationale

Marking is an essential part of planning, teaching, learning and assessment. It should be used as a tool to respond to children's work. This could be through constructive comments, photographic evidence or recorded observations to name some examples. All feedback should acknowledge pupils' achievements, as well as encouraging positive attitudes and behavior, leading into improving standards.

Aims of Policy

- To raise standards of attainment by identifying examples of success in a child's work and areas for development.
- To raise self-esteem by providing positive feedback and establishing an 'I can...' culture.
- To support the teacher in assessing a child's progress and to inform future planning and interventions.
- To encourage self-assessment, thereby developing the pupils' understanding of the learning process and developing independence.
- Where appropriate, to encourage peer assessment as pupils have high regard for the thoughts of their peers. The language used to discuss the work is also at an appropriate level i.e. 'child speak'.
- To ensure that feedback is consistent and in line with the needs and ages of the pupils.

Non-negotiable Procedures for Marking

- All marking to be carried out in green pen
- The marking code is to be followed in all cases (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment (see Appendix 3)
- All pupils' work is to be at least light marked by the teacher or support staff.
- In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.

Presentation guidelines (*any in italic are non-negotiable*)

- If there is no pre-drawn margin, KS3 and 4 children should draw a margin using a ruler.
- *The date, a title and the learning intention (LI) to be written on every piece of work either by the pupil or member of teaching staff;*
Writing books use the long date i.e Monday 11th September;
Math's books the short date i.e 11.9.01; or long date.
- If children need to colour a drawing etc. in their books, they should only use coloured pencils or wax crayons, not felt tips;
- When children set out Math's work, each digit should be in a separate square and they should be taught to space out their work appropriately;
- Children should avoid leaving blank pages in a book; unless necessary.
- When children are using blank paper, they should use line guides if at all necessary;
- Children should at all times be expected and encouraged to do their best work.
- Children should be discouraged from using rubbers, but may be used at the teachers discretion—draw a single line through an error;
- Children should be encouraged to take responsibility for their work and return books to where they are kept and to keep them clean, tidy and safe;
- Children should be working in pencil in their books until awarded a pen.
Pencils must still be used in Math's books for graph and geometric drawings.

How we mark?

- Oral feedback should be given during the lesson allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils.
- '**Light marking**' acknowledges and recognises the attainment or progress and success of a child completing a piece of work. Marking codes should be used here (see Appendix 1).
- '**Developmental marking**' involves a comment (using language appropriate to the child's understanding) relating to the objective of the lesson(s) and has two parts;
 1. A positive comment relating to something the child has done well.
 2. *Where appropriate to the child's understanding* a next step or target for improvement to accelerate and deepen learning. This can take the form of a question, corrections or next step (see Appendix 2 for examples of feedback prompts requesting responses).
- Marking should be done as soon after the lesson as possible.
- *Where appropriate* pupils will be given time to look at their marked work and make further improvements/complete corrections.

Other types of marking used where appropriate to the pupils abilities /understanding;

- Paired marking- this encourages proof reading by pairing the children up to check each other's work.
- Pairings should be ability based and ground rules may have to be shared with the class beforehand.
- Self -marking/assessment- children should be encouraged to find their own areas for improvement.
- Shared marking- teachers sometimes use one piece of work from an unnamed child to mark as a class on the interactive whiteboard. It allows the teacher to model the marking codes as well as reinforce the teaching points and success criteria.

Early Years and Primary responses to children's work

- Children's work is annotated where necessary, giving the context to the piece of work and/or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment.
- Annotation and verbal feedback should always be positive, focussing upon the evidence of what the child can actually do and to support their next steps.
- All evidence within each child's learning journey needs to be coded to show the support given by an adult or if it was completed independently (refer to Appendix 1 for codes)
- All evidence (work or photographic evidence) in a child's learning journey must be dated.
- All work in Early Years is linked to the EYFS age bands. This supports the tracking of each individual's progress and is used to inform the planning of each child's next steps.

Marking and feedback should

- Take place at the earliest opportunity, especially if the next lesson builds upon what has been taught earlier.
- Inform the child/Adult about attainment, progress and next steps.
- Find out what the children can do.
- Be manageable for teachers and accessible to children.
- Provide clear feedback relating to the learning objective and success criteria.
- Involve all adults working with children in the classroom. Verbal and symbol prompts will be used depending on age and ability.
- Give recognition and praise.
- Inform future planning and group target setting.
- Respond to individual learning needs e.g. marking face to face with some and at a distance with others.
- Show the children that their work is valued.
- Responses for marking for younger children, depending on understanding and ability, will be immediate through verbal feedback

Assessment

Assessment should be completed on the SOLAR system. Each class has an allocated i-pad to support in the uploading of evidence.

Once a statement has been achieved by a child this needs to be uploaded onto SOLAR as soon as possible. *With each star achieved the date should be given, a context and where the evidence for that can be found.* Where possible upload any photos / videos as supporting evidence.

MONITORING

Reasonable adjustments will be made when looking at the age and ability of the pupils. The policy will be adapted to the continuing changing needs of the pupils.

SLT and Middle Leaders will monitor with book trawls and Moderation to evaluate the impact of the policy and give support and guidance to staff.

Standard Marking Codes

Relating to Learning Intention:

A : Achieved (The learning intention for the lesson has been achieved independently)

WT : Working towards (The learning intention for the lesson has been partially achieved with further consolidation required to attain independently)

NYA : Not yet achieved (The learning intention has not been achieved or understood and further work is needed possibly using an alternative approach)

Relating to support given:

IW : Independent work

WS : With support

GW : Group work

AM : Adult modelled

VP : Verbal prompt given

PP : Physical prompt given

GP : Gestural prompt given

HOH : Hand over hand support given to support early writing / mark making

Relating to feedback:

VF : Verbal feedback given or other visual form of feedback such as stickers or symbols

NS : Next step

General symbols:

✓ : Work / answer correct

• : Error made

Sp : Spelling error. Do not correct more than 5 errors and give the correct spelling in the margin or above the word

Examples of feedback prompts requesting responses

English prompts:

- Read over your work – can you add
- Can you improve the highlighted sentence?
- Now try these – adding punctuation / grammar
- Is there a better / another way you could have written this?
- Finish this sentence
- Fill in the blanks
- Highlight where you have used (adverbials, connectives, correct punctuation, speech marks, etc).
- Write a sentence using (adverbials, connectives, correct punctuation, speech marks, etc).
- What word would you use to show me
- What new word have you learnt today? What does it mean?
- Verbal : Talk me through what you have done so far.

Math's Prompts:

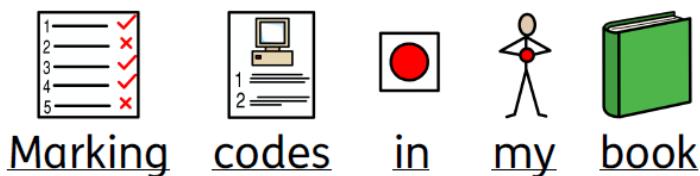
- Look back at your work – can you add
- Can you find where you went wrong?
- How could you check this is correct?
- Now try these – extension questions
- Is there another method you could have used?
- Finish this sentence (explaining next stage to a method)
- Fill in the blanks (missing number or symbol)
- Give me two numbers that have a sum / total, product, difference of
- What are the factors of
- What unit would you use to measure
- What new word have you learnt today? What does it mean?
- Verbal : Talk me through what you have done so far.

Marking codes in my book

A – I have achieved the learning intention for the lesson

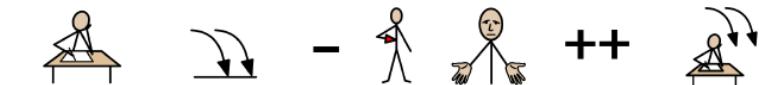
WT – I am working towards being able to achieve the learning intention

NYA – I still need some more help and practice to achieve the learning intention (not yet achieved)



Marking codes in my book

A = I achieved the learning intention



WT = working towards - I need more practice



NYA = not yet achieved - I need more help and practice

