

JOHN CLARE PRIMARY SCHOOL.
POLICY FOR MARKING & PRESENTATION.
January 2009

Our Policy aims to:

- a) Ensure consistency, continuity and progression throughout the school, linked to National Curriculum requirements, the Primary Framework and the Early Learning Goals.
- b) Help teachers and children in the process of continual assessment.
- c) Utilise marking and continual assessment to inform future curriculum planning.
- d) Utilise marking and continual assessment to set future targets for children
- e) Encourage children to develop their own assessment skills by asking for comments and suggestions about their work. By Key Stage 2 we hope that children will be able to make constructive comments linked to the success criteria.
- f) Help children to recognise that errors can provide teachers with information to improve learning. Children will be positively encouraged to leave their mistakes as a record of what they have done.
- g) Utilise marking and continual assessment to provide feedback of specific diagnostic comment and positive encouragement.
- h) Recognise and value children's work by the use of suitable comments. The neatness and presentation of teachers' writing should serve as an example to the children.
- i) Recognise and reward excellent work, measured against the learning objective, by the use of stickersstamps, house points and marbles. Special achievement may result in the privilege of showing the work at the Thursday celebration assembly. - See Discipline & Behaviour Policy for further information on reward procedures.
- j) Encourage children to present their work in a clear and methodical way.
- k) Ensure that children have a sense of pride in the written work that they produce.

Equal Opportunities.

Children's work and efforts will be marked using a consistent standard of criteria regardless of their race, class or gender, but specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify targets related to curriculum development needs.

Marking Procedures

To ensure appropriate assessment and record keeping, all marking should be against the identified objectives for the lesson as identified by an abridged version of WALT: '*learning objective*' (abbreviated as L.O.) as the title in pupil books – Especially in KS2 the objective is written by the child. In KS1 this may be simplified or written by the teacher and in the Foundation stage this is not always appropriate.

- It is important that children's work is marked and assessed on an ongoing basis to ensure accurate record keeping and appropriate future planning. Whenever possible this should be undertaken alongside the children. This is particularly pertinent to Foundation Stage and Year 1. A symbol 'VF' (Verbal Feedback) will be used when appropriate.
- Marking should give opportunities for the children to be involved in the assessment of their work, to explain their thinking and for the teachers to identify the pupil's

next learning goal. This should be clearly written under the piece of work in child speak.

- When staff write in pupils books a green pen is used. Pupils should write in pencil in KS1 and year 3 and then begin to use handwriting pens in Y4, with all pupils using handwriting pens/ fountain pens in Y5 and Y6.
- All classes should use the cursive handwriting style. Children are taught this style when phonic understanding is good and children are ready in Reception.

Assessment for Learning – Providing the next step for the pupil

Teachers will use the information that is gathered from marking to build a picture of a pupil's progress and achievement. It will form the basis of future planning to ensure a balanced delivery of the National Curriculum, Primary Framework and Early Learning Goals. This is communicated to pupils by the assessment for learning strategy of writing a 'next step' target for pupils at the end of their piece of work – this is denoted by a 'steps' symbol and targets linked to the success criteria.

Positive Corrections

Dots or lines next to or underneath words are to be used to denote corrections that focus on specific objectives and success criteria, in contrast to correcting everything. Pupils work should not be marked with crosses. Work should **not** be negatively marked.

Positive Praise

House Points, stickers or stamps must be used regularly to provide constant encouragement especially for those pupils who are struggling with their work.

Reporting and Parental Involvement.

Parents have become increasingly involved in the understanding and assessment of their child's learning. They are encouraged to make constructive comments in their child's reading and home contact books. An opportunity is also given for parents to make verbal comments about their child's general progress at the termly consultation meetings. Class teachers give feedback about Learning Logs through the use of stamps and 'VF' when the teacher speaks with a child about homework.

Staff Roles. All members of staff are empowered to mark children's work. Since marking helps provide educational indicators by which children's progress can be monitored and improved it is particularly important that all staff adhere to this marking policy.

MARKING/ PRESENTATION PROCEDURES

General Procedures Across Curriculum

- All class teachers to use green ink to mark. Other staff to use blue ink.
- Children to use pencil when making corrections and underlining.
- All dates and titles should be underlined in pencil
- A line should be drawn at the end of a written piece of work.
- No erasers should be used, unless with permission of teacher. Mistakes should be crossed through with a pencil line.
- A display of marking and presentation procedures should be in each classroom.

LITERACY WORK

1. Children should use books containing a margin from Year 3. Teachers should write key mis-spelt words correctly in the margin
2. From Year 2 onwards, all work should be dated in words, with a title – usually a Learning Objective.
3. Written work should be marked with comments, ticks (not crosses) with constructive comments and praise linked to the writing feedback / targets.
4. Comments relating to the 'next step' the child needs to take for success should be written below the piece of writing by the teacher or child - this may be highlighted to add emphasis if necessary.
5. Redrafting skills required at Key Stage 2 should be evident in completed work as pupils learn to use VCOP to improve their work.
6. Children should have individually negotiated goals for writing, written on target sheets at the back of the book. These are updated regularly as writing feedback is given.
7. Teachers should reward achievement using a variety of merit methods including stamps, stickers and housepoints.
8. Up to date examples of children's written work should be displayed in class.
9. Examples of children's written work should be commended during family assemblies and on school displays.

NUMERACY WORK

All work should be dated using digits. In Reception class, the teacher or TA will do this, but starting in Year 1, children will begin to date their own work. The 'WALT' learning objective should be written as the title.

In KS2, a page should be folded in half to limit paper wasting. KS2 children should write one digit to a ½ cm square.

At both KS1 and KS2, errors will be identified with a small 'dot' or line next to them. A small 'c' should also be used to denote a correction needed.

Once corrected, work will be marked with a tick.

Wherever possible, corrections to work should be made adjacent to the previous answer.

The incorrect answer should not be rubbed out by staff or children

When appropriate comments may be added which are positive or constructive pointing to the next step needed to achieve the learning goal.

Investigation and problem solving activities may appear with errors, but the purpose of the book is to record the pupil's process of thinking and shows the 'working out' that was discussed collaboratively.

MARKING OF SCIENCE WORK

Diagrams should be drawn in pencil and labelled with horizontal labels in pencil.

PENCILS & PENS

To ensure the development of correct pencil control there is a planned progression from pencils to fountain pens as the children move through school.

In general terms we would expect to see:

Reception class &

Year 1: Children should use a HB pencil with a triangular shaped grip, moving onto a standard grip when appropriate.

Year 2: Children should use a standard HB pencil for all subjects.

Year 3: Children should use a standard HB pencil for all subjects except handwriting and for the final draft of written work, when school handwriting pens can be used

Year 4, 5 & 6: School pens can be used for all subjects.