



# Marking & Presentation Policy 2023 - 25

This policy has been written and agreed by staff in October 2023 and **will be** presented to Curriculum Committee and approved in November 2023. It will be reviewed every 2 years

Signed: Penny Lyall Headteacher

Signed: Jenny Darmanin Chair of Curriculum Committee

**Review: October 2025**

This policy should be read in conjunction with the behaviour policy, the teaching and learning policy, curriculum policy and handwriting policy. Values and principles are in accordance with our safeguarding statement.

### **Why do we provide feedback?**

- To acknowledge effort and provide praise
- To assess the performance of a child against a particular learning objective
- To provide feedback within the lesson, which will impact upon and further learning
- To assess performance and plan for same day interventions to improve and enhance future performance
- To encourage children to seek errors and self correct
- To provide a target for the child to aim towards in subsequent work.

### **When do we mark?**

- Verbal feedback should be given throughout the learning
- Marking with the child is always preferable and is our main method of marking. However for some work it is recognised that this not always possible, therefore marking will be completed before the next lesson or before the child does the next piece of work in the subject.

### **Who do we mark for?**

- Children - to provide feedback on work completed to further learning, therefore this should be at an accessible level for the child and age appropriate.
- Teachers - to inform subsequent lessons, assess, monitor progress and set targets
- Parents/observers - to share progress.

### **Who should mark?**

- Work should be marked by the teacher delivering the learning content, however TA's are also encouraged to provide immediate feedback to the learners during the lesson and to provide feedback the class teacher.
- If work is marked by someone other than the class teacher, the work should be initialled.

### **Types of feedback**

- Verbal & immediate feedback
- Colour coded and codes using a key
- Self marking by children
- Peer assessment and marking
- Written marking – only when appropriate and valuable to move learning forwards

A mixture of the above is used across the school though the verbal feedback is the predominant way of marking, particularly in EY and KS1 where the children need immediate feedback. Where children have marked their own work, the teacher will tick or initial the work to show that it has been seen.

### **How do we mark?**

- We follow our feedback key, our codes and colour codes.
- Pink is used to highlight, underline or circle areas where the objective has been met to provide positive feedback. 'Pleasing Pink' is a phrase used in our school when describing this process.
- Green is used to highlight, underline or circle where the objective has not been met or there are errors to address. 'Green for Growth' is the phrase used in our school when describing this process.
- All English and Maths work have a title sticker/strip which includes the date (KS1), learning objective, success criteria, level of support provided, assessment opportunities including adult and child.
- Learning objectives must be clear for every lesson
- Peer & Self-assessment in form of smiley faces or comments should be used to assess against the learning intention.
- Read & Respond comment, where appropriate, is introduced in Key Stage 2. Children must initial and respond to any relevant comments/feedback made for them by their teacher.
- Feedback should provide positive comments which value the child's efforts and intentions where appropriate.
- Written feedback comments should be brief and only if necessary to move the learning forward. Any relevant written marking must be legible using our cursive handwriting style and using the coded colour system or Pink and Green or a purple pen.
- Work needs to be marked appropriately for the subject (see below)

## **Maths**

- Marking should be specific to learning objective.
- Errors should be identified with a dot and children given opportunity to self-correct. Where appropriate, this work would be remarked and made clear that the correction has been made.
- Spelling of mathematical words should be corrected.
- In investigations, comments when marking should be based on the approach and accuracy rather than the final answer.

## **English**

- Marking should be specific to learning objective.
- Common spelling mistakes should be corrected, not all spelling errors. The whole word should be corrected.
- Children will be encouraged to correct their own work using a single line through the mistake or rewriting a sentence underneath or as required.
- Staff and children should follow the feedback key for correcting and identifying errors in written work.
- Punctuation, grammar and handwriting should be corrected and reinforced, wherever possible, with reinforcement activities.
- Comments should relate to the purpose and organisation of the work, as well as the spellings and presentation.
- Word books / dictionaries used to support spelling where appropriate. Books should be in word class order rather than alphabetical order.
- Magpie books should also be used to support future learning.
- Opportunities for Read and Respond (mainly KS2) should be used and where separate sheets are used they should be stuck in to create a flap over the original work.
- Editing and improving should also use a flap system to show developments.

## **Other Curriculum Areas**

- Marking should be specific to learning objective for the subject
- Spellings should be corrected where they have been given, are linked vocabulary or are high frequency words which the child is expected to know

## **Children's Responses**

- Children are expected to self-assess using the smiley faces and tick boxes
- Children should initial the teachers comment, if applicable as there may not always be a comment or tick on the title sticker where VF (for verbal feedback) given.
- Children (mainly KS2) are expected to 'read and respond' to their teachers written feedback, children can add a comment, however this is not compulsory.

## **Presentation & Handwriting**

- Children from Y2-6 should use joined, neat cursive script at all times unless they have been advised not to do so. (See handwriting policy – Nelson/Twinkl)
- Children in KS2 who are able to consistently join neatly and present their work precisely will be given a Pen License. This must be earned and can be revoked if presentation becomes an issue. Pen can then be used for writing in all books except maths.
- Any written feedback provided by staff should use the joined nelson handwriting style in a purple pen.
- Spellings from Y2 onwards will use our joined handwriting writing style.

## **Presentation and Feedback keys**

The following keys have been agreed by all teaching staff and are to be used to ensure consistency throughout school and to encourage learners to be independent in their approach through a deep understanding of school based systems.

## **Presentation Key**

<u>Date</u>	All work should be dated. EY & KS1 children are not expected to write the date, but will be encouraged to do so in the later stages of KS1.
<u>Titles</u>	Title strips should be used containing the LO. Additional titles are not necessary when

	the title strip / LO is used but may be used if needed.
Diagrams and graphs	Should always be drawn in pencil and where necessary a ruler must be used to create straight lines.
Maths specific	All work should be in pencil Questions should be demarcated using rounded brackets 1) 2) 3) Squared paper must be used as much as possible, 1 digit per square.
Paragraphing	Leave a line to show a new paragraph, no need to indent
Page format	Title stickers / LO used instead of the need to rule off. The margin should be left as a space to make comments or practice spellings, it should be left clear when writing. No writing below the bottom line.
Corrections	SP in the margin indicates that the children must practise the word, this can be in the weekly spellings or in the book. Corrections can be in the form of a follow up question, in such cases the children must read and respond.
House points	When pupils have put their house points on the chart or in the box, they need to tick the HP within their book to prevent the house point being used multiple times.

### **Feedback Key**

Key Stage 1	
SP	Spelling error to be corrected in the margin
O	Capital letter omissions will be circled
/	Full stop needed
.	The calculation is incorrect
✓	The calculation is correct The objective has been met
Pleasing Pink	The objective has been met
Green Growth	This is incorrect or a development area
😊 😐 😞	Self-assessment key

Key Stage 2			
SP	Spelling error to be corrected in the margin	.	The calculation is incorrect
O	Capital letter omissions will be circled	✓	The calculation is correct The objective has been met
/	Full stop needed	Pleasing Pink	The objective has been met
P	Punctuation errors will be circled	Green Growth	This is incorrect or a development area
G	Grammar errors will be circled	😊 😐 😞	Self-assessment key
//	New paragraph needed		

This policy has been reviewed, written and agreed by staff in October 2023 and presented to governors at the Curriculum Committee in November 2023. It will be reviewed in October 2025 or earlier if the need arises.

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chair of Curriculum Committee