



## **MARKING AND PRESENTATION POLICY**

DATE AGREED: SEPTEMBER 2017

REVIEW DATE: SEPTEMBER 2019

### **Marking**

At Swallowdale Primary School, we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from teachers. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

#### **The Aims:**

- To ensure marking will help pupils recognise and develop their strengths, as well as diagnosing and improving their work and highlighting areas for development.
- To promote a positive self-image and growth mind-set for children and encourage all children to value and take pride in their work.
- To agree and set challenging targets for children.
- To celebrate and reward children's achievements and progress.
- To use findings from marking work to inform further short term/medium term planning.
- To ensure marking will help raise standards of learning and teaching.
- To demonstrate consistency of marking and judgements throughout the school.



### Teaching and Learning:

- The title should reflect the learning objective or content of the lesson.
- Marked highlights, comments, ticks or smiley faces should reflect whether or not the child has achieved the lesson objective.
- During an assessed piece of writing, marking will be in depth and all areas of learning will be marked for assessment.
- When work is marked, comments used will be age and curriculum appropriate.
- Verbal feedback will be given to children who are unable to access written feedback, or where written feedback would be too complex. Staff are to use the “CAT” symbol (Come and Talk) to show verbal feedback has been given.



- Self-assessment and peer marking may also be used as a tool for learning and for children to learn from each other.
- Staff will use pens with purple ink in order to contrast with the children’s writing.
- Supply staff will identify themselves, using “Supply” followed by their initials.
- A stamp “Teacher Assisted Work” will be used to show the work was not independent. In Foundation Stage “I” will indicate the work was independent.
- A dot can be used to highlight work which needs responding to by the child.
- Highlighters to be used as a way to visually identified marked work:
  - Green – work identified as good
  - Pink – for “think” – use this for non-negotiables (capital letters, finger spaces etc.)
  - Yellow – to be used to highlight work which needs responding to by the child, a gap task or challenge
- Where pink or yellow highlighter has been used, children must be given time to respond to this and improve their work.
- Any additional challenges set should be aspirational but realistic in order to show children can apply their skills.

In agreement with the Head teacher, staff may be allowed to trial alternative marking approaches to assess the impact on teaching and learning and to allow for the development of good practice.



The following codes may be used during marking.

Code	Use of the code	Recommended follow-up
SP*	SP can be written to identify a spelling error. Teachers may decide whether SP is written next to the word, sentence, paragraph or whole text.	Children to write the correct spelling above the word, if space allows; in the margin or at the end of the piece of work.
Λ*	Symbol to be used to indicate where a word has been omitted. Teachers may decide whether SP is written next to the word, sentence, paragraph or whole text.	Children to write the missing word above the symbol, if space allows; in the margin or at the end of the piece of work.
O* or P*	Circle or use symbol to identify missing punctuation. Teacher may decide on positioning.	
√	Tick a calculation, a word choice, a spelling, a sentence, a phrase or a paragraph to acknowledge knowledge has been applied.	
☺	Use to identify if a merit is to be awarded.	Child to gain merit from teacher.
T ○	Use this at the end of the work to notify a child of a target which has been identified as a result of the work.	
▪	A dot can be used next to a calculation or written work to notify the child there is a need to re-address.	
Highlighters: Green Pink Yellow	<b>Green:</b> Identifies work as accurate /good/learning objective met. <b>Pink:</b> Pink for Think – highlights non negotiables. <b>Yellow:</b> Identifies work for response, linked to learning objective or challenge.	Children need to address work highlighted in pink or yellow.
▲ ▲ ☹ ☹ CAT	To be used by a teacher, where verbal feedback is more effective than written feedback.	Child must “come and talk” to the teacher for feedback before responding to marking or completing the next task.
Aa . HFW 	Picture clues or codes can be used for children who find written feedback difficult.	Children must be given time to respond to marking.

\*If used for direct indication, the element of work may not be used for moderation and/or assessment purposes. The element may be assessed/moderated if given as a general reminder without specific direction.



## **Presentation**

At Swallowdale Primary School, we will ensure a consistent approach towards the presentation of work throughout the school. Children should all be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and encourage in all children a sense of pride in how their work should look.

- Date to start at the left hand margin then leave a line and write the title or the learning objective at the left hand margin.
- The numerical date can be used for maths or in other work for those children who find writing the full date difficult.
- Neat, cursive handwriting to be encouraged at all times.
- If appropriate, pupils should be encouraged to begin the next piece of work beneath the last one.
- If a mistake is made then children use one single hand-drawn line through it. Rubbers should be discouraged.
- In maths books, one square is used for one numeral.
- Where appropriate, lines should be drawn with a ruler; this includes answer lines for vertical calculations, tables, graphs and all straight sided shapes.
- Children in KS1 to use pencils. Children in KS2 to use pencils but may be encouraged to use a pen where appropriate.
- Children should not write or draw ANYTHING on the covers of any exercise books other than their name, class number and subject.
- Children should not doodle or in any other way mark any of the pages in their exercise books or on the cover.
- Felt tip pens and gel pens should not be used in any exercise books. Colouring pencils only should be used to colour in.
- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch. If a plain page is needed this must be trimmed before being neatly stuck in.
- If sticking work into books children should be encouraged to use margins or lines as a guide to present the work neatly.