



St. Mary's Catholic Primary School Aston Le Walls
"a place of educational excellence with Christ at its centre"

Marking and Presentation Policy

"I will instruct you and teach you in the way you should go. I will counsel you and watch over you"
Psalm 32:8

Principles



We believe that effective and consistent marking has a significant impact on raising achievement and all marking and feedback should:

- be accessible and meaningful to the children.
- relate to the learning outcome.
- give recognition and praise for achievement and provide clear strategies for improvement taking the pupil a step further in their learning.
- always consider the allowance of specific time for pupils to read, reflect and respond to marking where appropriate.
- respond to individual learning needs.
- maximise opportunities for face to face marking where appropriate.
- To help teachers evaluate their teaching by informing future planning
- To identify pupils who need support/more challenging work
- use consistent codes/ signs within key stages.
- be seen by the children as a positive approach to improving their learning.

Abbreviations for proof checking

In order to maintain a consistent approach to marking, the following marking abbreviations should be used economically and appropriately. Staff should ensure that the abbreviations have been introduced and explained to the pupils before use.

- An inverted **^** to indicate a **word or words missed out**
- A vertical line **|** to split words up or indicate that there should be **spacing**, where appropriate.
- A double line **||** to indicate a new paragraph.
- **Mis-spelt words** appropriate to age, focus and target are **underlined** and the word written correctly above
- ******* indicates **effort** made and appreciated (**1 star = minimum effort 2 star = reasonable effort 3 star = fully engaged**)
- **M/C** indicates **marked with a child**

- **D/C** indicates **discussed with a child**
- **S** indicates **with support**
- **Group/class work** indicates not independent work but work generated in a **group or as a whole class**
- **VF** indicates **verbal feedback**
-  Pink highlighted indicates– **Think/ Next Steps**
-  Green highlighted indicates great – **Achieved**

↓ Arrow pointing down indicates more **comments relating to growth** and development further down at the bottom of the page


- ● (small dot) indicates **incorrect answer (crosses must not be used)**
- ✓ (tick) indicates **correct answer**
- **Coloured crayon** indicates child marking/ peer or self assessment

A laminated copy of these abbreviations is displayed for all children and all staff in every classroom.

Marking Guide Lines

We will employ the following strategies when marking pupils' work

- The learning intention should be apparent on each piece of work and any comment or abbreviations made should reflect the achievement of this learning intention.
- As a general rule we would not go through a piece of work meticulously correcting all errors of grammar, spelling or punctuation. The extent to which we will correct such errors would depend on the age and ability of the child and the learning intention set by the teacher
- In addition, comments may also relate to a child's current individual targets if appropriate
- Highlight the learning Intention pink or green as appropriate.
- Verbal and written comments on a piece of work should be **constructive** and helpful as possible. Ideally they should praise efforts and identify any areas for development
- A mark or grade may be given for spellings, tables or in a test type activity.
- Particular errors made by individual pupils should be noted, as these will inform future planning. Common areas of difficulty will be the basis for a whole class lesson
- When marking work we will use green/ pink pen. **RED PEN IS NOT BE USED FOR MARKING PUPILS' WORK**

- Occasionally pupils will mark their own work under the direction of the teacher.
- Pupils will also be encouraged to self-evaluate their work through a Traffic Light System 
- This traffic Light code system is to be used in **every maths** lesson from year 2 onwards.
- Where appropriate, observations made when marking a pupil's work will be discussed at the midway point, the end of, or before a lesson. The **midway point** has the biggest impact on learning and visualisers are available in all classes for this task.
- For younger children in the early years the work is expected to be mainly practical and thus marking will be via verbal comments, intervention by an adult to move learning forward, written observations and photos
- Marking will use scaffolding prompts from year 1 to year 4 and pupils will be given time to reflect on comments, at the beginning or end of a lesson. **Pink** highlighter will show growth and the need for development
- and **Green** highlighter will show success and achievement.
- "Exciting writing" - scaffolding marking is completed once a month from year 1 onwards. Scaffolding can be used at other times and in other subject areas as and when you think it will enhance learning.
- Ad hoc marking comments need to be related back to the learning intention or success criteria; make clear reference to next steps for learning and say why they have been successful – rewrite part of the success steps. (E.g. well done you have used the success steps well to make this story interesting; Good, you have used a connective to join sentences together and used different ones; good, next time)
- Encourage children to be using a rich vocabulary and language of assessment in all lessons. All children from year 1 upwards should be able to convey what they are learning about at any one time and how they would use the success steps to help them if they were stuck. Children should be able to convey their next steps in their learning and what target they are working on.
- All marking and feedback needs to be **given time for improvement**, this can be at the start of a lesson. Ensure that the planning reflects this quality time given to pupils. Constant errors in books that are not addressed by more support or intervention are **NOT ACCEPTABLE**.
- Annotate and make a comment in books if additional support is given for extra quality feedback via extra group support by TA (re reinforcement of skills or concepts).

PUPILS' WORK MUST BE MARKED REGULARLY FOR CHILDREN TO ACHIEVE SUCCESS

Areas to be considered

- Acknowledge effort made by the pupil.
- Give reassurance & encouragement.
- Refer to learning Intention
- Indicate any strengths.
- Make clear what will be expected in the next piece of work – not overburdening the pupil.
- Open dialogue between pupil and teacher
- Take into account previous marking and previous comments to ensure it is constructive and levels of expectations are consistent. Discussion with the child must take place if feedback is not addressed.
- Level of expectations e.g. use Excellent rarely and only when appropriate, it must be over and above the normal
- Constructive comments are consistent and balanced
- Make a difference between effort and attainment when marking e.g. very good effort especially when attainment might be low. Praise effort and content separately (use of 3 stars *******)
- Pupils able to talk to their peers and other adults about their work as a learner and pupils clear of their expectations by the end of the lesson. *Outstanding lessons have consistently high expectations set by teachers and these are to be conveyed in a child friendly age appropriate manner. Teachers systematically and effectively check pupil' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. (outstanding lessons OFSTED)*
- *Marking and constructive feedback from teachers and pupils are frequent and of a **consistently high quality**, leading to high levels of engagement and interest. (Outstanding lessons OFSTED)*
- *Appropriate and regular homework **contributes very well** to pupils' learning. (Outstanding lessons OFSTED)*

Presentation Guidelines

We will teach these skills from year 1 to year 4, as age appropriate to show a whole school approach and a pride in their work. (From Year 2 the expectation is that all the below will be consistent in all books across the range of subjects)

- New piece of work to be started on a new page in KS1 and rule off each piece of work from KS2 onwards
- Date on the left hand side of the page. Long date to be written in English lessons, all other lessons the short date is acceptable

- **Learning Intention** to be at the top of the page
- Line to be left after the **Learning Intention** before a title or work is started
- Title to be **underlined with a ruler** from Year 3 onwards
- **No writing in the margin** of a book apart from instructions, numbers and marking comments
- Ensure all children are using the correct **tripod grip for writing**
- Handwriting to be **sitting on the lines** with clear ascenders and descenders under the line, following the school policy on handwriting
- (Age appropriate) handwriting size
- **Joined up handwriting** to be taught and encouraged from the beginning of year 1, with a clear expectation that all children should be joining in year 2 upwards
- **Quality of sharp pencils** effects quality of children's presentation – please ensure you have a system where these are sharpened.
- **No scribbling out or crossing out** is allowed in books, rubbers may be used sparingly and may be needed to be supervised by the teacher. Any mistakes made in books should be annotated by scoring 1 line through the word or error. Older children can use a ruler to score.
- **No doodling** is allowed on front covers or any pages in any books. Exciting Writing books and Religion Books should have a clear sleeve over them to set high expectations for presentation.
- **Felt tip pens** are not used in exercise books.
- **Worksheets** are trimmed and neatly stuck into books avoiding folding and sticking out edges.
- Progression in pencils is important and the younger children start with triangular pencils or grips on pencils, HB pencils.
- Handwriting fine **BLUE** Berol pens to be used age appropriately and as the pupils get more skilled.

Signed..... Head teacher



Signed..... Chair of Governors


Policy reviewed: December 2015
Review Date: December 2018

St Mary's Catholic Primary School Marking abbreviations and codings.

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- **Child's name written** indicates **child has acknowledged teachers comments.**

