

## Marking and Presentation guidance for staff

Date:	April 2021	Review Date:	April 2023
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### Procedure

<b>Methods of Marking in the Foundation Stage</b>	<ul style="list-style-type: none"> <li>• Within the FS there are numerous opportunities for effective and productive marking:                             <ul style="list-style-type: none"> <li>▪ written comments on pieces of work in books</li> <li>▪ constructive comments during and after practical activities</li> <li>▪ pupil's self-evaluation</li> <li>▪ peer evaluation</li> <li>▪ key worker sheets</li> <li>▪ observation records</li> <li>▪ skills list</li> <li>▪ phase meetings</li> </ul> </li> <li>• With the increased number of staff responsible for marking in the classroom, it is important that it is clear which staff member has written comments in books, completed observation records and key worker sheets.</li> </ul>
<b>Methods of marking in KS1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• Within KS1 &amp; 2 there are numerous opportunities for effective and productive marking:                             <ul style="list-style-type: none"> <li>• written comments on pieces of work in books</li> <li>• constructive comments during and after practical activities</li> <li>• pupil's self-evaluation</li> <li>• peer evaluation</li> <li>• reference made to skills recorded in planning</li> <li>• skills list</li> <li>• pupil conference</li> <li>• phase meetings</li> <li>• staff meetings</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Supply teachers, PPA staff and students should sign all written marking</b></li> </ul>
<b>Key Principles</b>	<ul style="list-style-type: none"> <li>• All teachers and teaching assistants should mark according to the following principles: <ul style="list-style-type: none"> <li>▪ be clear, concise and explicit</li> <li>▪ be positive and constructive. Rewards should be given readily to praise and motivate</li> <li>▪ verbal feedback should take precedence</li> <li>▪ be related to ability and attainment</li> <li>▪ be specific to learning objectives which the children should be made aware of in advance</li> <li>▪ tick at the top of the page if the children have met their learning objective</li> <li>▪ where possible, written marking should take place in the presence of pupils</li> <li>▪ provide pupils with opportunities to assess their own work and that of their peers</li> <li>▪ marking should inform future planning for individual potential</li> </ul> </li> </ul>
<b>Presentation from Y1</b>	<ul style="list-style-type: none"> <li>▪ <b>Y1</b> - short date for English &amp; maths</li> <li>▪ learning objective put in books as title for the children</li> <li>▪ <b>Y2</b> - short date for maths &amp; English</li> <li>▪ learning objective put in books as title for the children</li> <li>▪ when books with margins are introduced to the children then the children should be encouraged to always begin their work at the margin</li> <li>▪ <b>KS2</b> - reminders of presentation and marking codes for pupils in Key Stage 1 are in the front of the children's books, there is also guidance on the traffic light system for the children to refer to for self-assessment and what to do when they have finished their work</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>KS2</b> - introduce &amp; use <b>DUMLUM</b> (date, underline the date, miss a line, copy the learning objective neatly)</li> <li>▪ <b>Children in KS2</b> - reminders of presentation and marking codes for pupils in Key Stage 2 are in the front of the children's books, there is also guidance on the traffic light system for the children to refer to for self-assessment and what to do when they have finished their work</li> </ul>
<b>Pencils &amp; Pens</b>	<ul style="list-style-type: none"> <li>• to ensure the development of correct pencil control there is a planned progression from pencils to Berol handwriting pens</li> <li>• <b>Foundation Stage &amp; Y1</b> - children should use a HB pencil with a triangular shaped grip, moving on to a standard grip when appropriate</li> <li>• <b>Y2</b> - children should use a standard HB pencil for all subjects</li> <li>• <b>Y3</b> - children should use a standard HB pencil for all subjects but should be beginning to be introduced to a handwriting pen for handwriting practice. Teachers may feel that it is appropriate for children to use a pen in Y3 and this is left up to the discretion of the teacher</li> <li>• <b>Y4,5 &amp; 6</b> - school pens should be used for all subjects except maths</li> <li>• <b>exceptions may need to be considered in the case of some pupils but this should be discussed with the HT or SENCo before any decision is made</b></li> </ul>
<b>Highlighting errors &amp; corrections</b>	<ul style="list-style-type: none"> <li>• in the children's books are guidelines for marking pupils' work</li> <li>• all staff must use these symbols when marking a pupils' work</li> <li>• pupils will have a copy of the marking guidelines in their books for their use and also to inform parents</li> <li>• in addition, a copy of the marking symbols should be displayed in every classroom</li> <li>• these symbols may be adapted for the children in FS &amp; KS1</li> </ul>

	<ul style="list-style-type: none"> <li>• if the symbol <b>sp</b> has been written in a child's book then this signifies that a tricky word has been misspelt. Children should then copy out the word three times at the back of their book, using the Look Say Cover Write Check method. A mark should be given after the work has been completed</li> <li>• in a piece of writing staff should ask children to correct a maximum of 3 - 5 words</li> <li>• redrafting skills required at KS2 should be evident in completed work as pupils learn to use VCOP to improve their work</li> <li>• when marking maths work, errors will be identified with a small 'dot' <b>not a cross</b>. A small 'c' should also be used to denote a correction is needed. Once corrected, work will be marked with a tick</li> <li>• whenever possible, corrections should be made adjacent to the previous answer</li> <li>• incorrect answers should not be rubbed or crossed out either by staff or children</li> <li>• investigation and problem-solving activities may appear with errors, but the purpose of the book is to record the pupils' process of thinking and shows the 'working out' that was used</li> </ul>
<b>Target setting and marking against targets</b>	<ul style="list-style-type: none"> <li>• whenever possible targets should be negotiated with the pupils this may result from pupil conference</li> <li>• pupil conference should take place at least each half term and pupils should be encouraged to reflect upon the progress they have made and what they need to do to improve further</li> <li>• pupils should be given a target each half term or more often if the target has been quickly achieved</li> <li>• targets should be discussed, agreed and written on a target card at the back of the pupil's books</li> <li>• targets need to be written in child speak statements so that they are child friendly and in small steps so that the children can achieve them</li> <li>• teachers and teaching assistants should refer to pupil targets when marking a pupil's work</li> </ul>

	<ul style="list-style-type: none"> <li>evidence of pupil achievement of target should be seen three times in independent work and highlighted 'green for grow' before it is given the 'tickled pink' highlight to suggest that it has been achieved</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>the school will ensure that these guidelines are being used consistently throughout, through sampling written marking and observing verbal feedback during activities.</li> <li>in addition, teachers will regularly evaluate and assess all marking within their own classroom.</li> </ul>

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