



Happy, Together, Learning and Caring.

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# Cwmffwrdoer Primary School



## Marking and Presentation Policy



## Rationale

The purpose of this policy is to ensure a consistent and corporate approach of marking and presentation of pupils work across the school in all year groups. We aim to promote a sense of pride in children's own and others' work.

At Cwmffrwdroer, feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

## **Further aims:**

- Be manageable for all teachers
- Involve all adults working with the children in the classroom
- To give feedback to pupils about specific aspects of their work in line with the learning objective of the lesson.
- To relate to the success criteria which must be shared with the children
- To make pupils aware of successes, errors, inaccuracies or areas for further investigation
- Be seen by children as positive in improving their learning
- To provide all teachers with a clear insight into a child's successes or areas of difficulty. This will provide the teacher with a clear indication of whether consolidation or progress is necessary
- To inform future planning (plus series of lessons/subsequent lessons) and individual target setting
- To provide evidence to all other concerned agencies (e.g. parents, head teacher) of a child's achievements
- Ideally, marking should take place with a child present allowing instant feedback which may be verbal. If *away* from the pupil, written feedback should be specific and related to the lesson objective.
- Teachers should recognise that different pieces of work need to be marked in different ways.
- To allow specific time for children to read, reflect and respond to marking

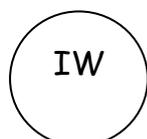
Core subjects need to be quality marked **once a week** and foundation subjects at least once a half term. Time should be set aside each week for quality marking with small groups of children.

All marking by permanent members of staff should be in GREEN ink. Support staff will initial marking.

Supply staff (and students) must mark in BLACK ink.

All staff must adhere to the following code used to promote consistency and clarity.

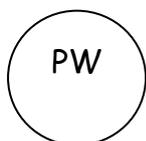
## Whole School Marking Code



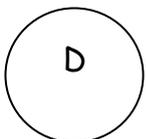
Independent work



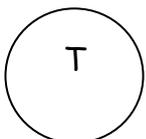
Group work



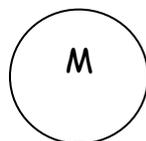
Paired work



Verbal discussion with child

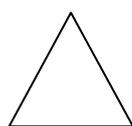


Target - **Only when relating to half termly targets (PURPLE PEN)**



Modelled work

LSA



Additional Resources (E.G. tool kit, word bank, number square, etc.) Teacher can initial if they have provided support.

Sp\_\_\_\_\_

Spelling error (correction written in margin or above)

//

New line / paragraph required

✓✓

Learning Objective achieved

✓S

Learning Objective achieved with support



Way forward / Next steps / Remember to ...

**\*\*\*(Supply staff to mark in Black Pen and initial)\*\*\***

### **Unmarked Work**

No pieces of work should be left unmarked in pupils' books. If a supply teacher has failed to mark work he/she has delivered, the Headteacher should be informed and a comment wrote.

### **Additional marking points for Science**

Teachers should promote the correct spelling of scientific vocabulary - a 'bank' of scientific/topic words should be displayed in every class. This should leave teachers with the chance to mark the content of the work. Firstly through questioning ideas.....e.g. 'why was that?', 'what would happen next?', 'do you think?'.....etc. Secondly, teachers should seek to develop the scientific ideas and content of pupils' writings. They should pose questions to develop understanding and endorse accurate findings. Positive feedback should also be used. Findings may well be graphical, diagrammatic, or tabular in form and therefore should be marked accordingly.

**For Foundation Subjects** the emphasis in marking should be on both the success against the learning objective and improvement needed against the learning objective.

### **Distance Marking**

It is best, whenever possible, to mark work with the children to give them immediate feedback and discuss work in progress. However time constraints often mean that teachers mark during break periods, after school or at home. When work has been distanced marked time should be given for children to read and then make one focused improvement based on the improvement suggestion.

### **Responding to comments**

During that lesson or at the start of the next lesson children will be given time to respond to the 'closing the gap' comment before the next lesson begins. Wherever the task is open or narrative, feedback should focus first and foremost on the learning objectives for the task.

Children can even be encouraged to write their own thoughts/ comments/reflections in their books under the teacher comment in response to the formative comments made.

### **Secretarial Features**

Spelling, punctuation, grammar, handwriting etc should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things at once. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not correct all spellings in one piece of work. Only give children feedback about those things you have asked them to pay attention to. This will mean some things are unmarked, but over time will be marked.

## PRESENTATION OF WORK

**Procedures and practice to be followed by all staff and pupils**

### **Children's work**

1 Book covers should indicate:

Child's full name

Class name and teacher's name

Subject

Year Group

Book number

Children should not be allowed to doodle on front covers of books (or within them).

#### **a. Date of work in books:**

Full written date in all books except numeracy when the digital date (short) will be appropriate. Where appropriate this can be in Welsh (usually UKS2)

For younger children, teachers are encouraged to work towards this standard as soon as children are able.

Date is left aligned and underlined with a ruler.

#### **b. Title of work in books:**

It is necessary for children to write the learning objectives in their books for each piece of work, when they are able to do so. Staff can ensure/ write WALT and WILF learning intentions and success criteria are written / included at the start of the work) if pupils are unable to do so. Or if this significantly impedes the progress they make with the task given.

Titles/headings ( WALT) should be left aligned and underlined with a ruler

For younger children, teachers are encouraged to work towards this standard as soon as children are able.

#### **c. Finishing work:**

Children should not rule off on completion of a piece of work. Space should be left for teacher's comments and children's responses (Reflective time)

A new page should be started at the outset of a new piece of work for KS2. In Foundation Phase, a line is left before a new piece of work is started.

All work should be completed wherever possible, if finishing a piece of work is not in the control of the pupil i.e. timetabling issues then staff should ensure further time is given for a task to be completed.

If pupils refuse to complete work, then parents should be notified and work should be completed at play times, lunch times and sent home if parents are supportive of this action.

#### **d. Handwriting**

All staff to teach from the agreed scheme introduced in Reception.

All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style.

They should when developed a consistent cursive style, be introduced to pen (usually around year 3 however may be earlier or later dependant on the ability of the pupil)

Pens (biro) should be blue only.

For numeracy all work must be completed in pencil.

Handwriting pens may be used if pupils have developed a cursive handwriting style. No other pens should be used.

#### **General presentation**

Children should use pencil, crayons or gel pens if high lighting (but not colouring) when illustrating work in books (not felt tipped pens).

Teachers / all adults should encourage a good standard of presentation overall.

Errors should be crossed out with a single pencil line drawn with a ruler.

Children may use rubbers at the teachers' discretion

Staff should never tear childrens work out of the book as a response to unacceptable work.

Wherever possible work should be completed in pupils' books and not on loose leaf paper, which can often be lost and results in pupils not having the same level of pride. ICT work should be stored in the pupils file. Any cross curricular work where possible should be printed and stuck into the relevant subject book.

Children should also work in their books as usually expected, even if a supply teacher is taking the class.

If worksheets are **occasionally used** and then completed on loose paper this should always be trimmed by an adult and if where appropriate stuck in a book with pritt stick.

In maths work ensure pupils put a digit in each box and work down the page as two columns.

Work should start next to the margin, where appropriate e.g. on art activities there would be no margin.

All drawings, diagrams, graphs should be given a heading and underlined in pencil with a ruler.

## **Teaching Boards (e.g. whiteboards and Interactive Whiteboards)**

### **a. Date:**

Full date and digital date underneath - both underlined

Both dates left aligned

### **b. Title of work:**

Left aligned and underlined ( WALT)

### **c. Handwriting:**

Teacher should model the appropriate cursive handwriting style whenever they are writing for the class.

### **d. Parents Correspondence**

All correspondence should be written on school letterhead and be sent to HT/DHT for checking of accuracy and printing.

No correspondence should be sent to parents without being on letterhead.

All letters should be emailed to office staff and the staff member writing the letter should sign it from them. It is advisable that it is checked by the HT or DH before circulating to parents for quality assurance purposes.

Most letters will then be added to school website.

Assessment for Learning and Pupils' Self-Assessment and Self-Marking  
(available in separate AfL Policy)

**Aim:**

To create a 'Collaborative Classroom Culture' where pupils self-evaluate wherever possible and identify their own successes and look for improvement points.

AfL strategies will include:-

- Allowing every pupil in every class to speak each day in class. To share opinions about the learning taking place in the classroom.
- Focus 'close the gap' marking for at least two groups per day. (May need to be the whole class).
- 'WILLWIG;' what it looks like when it's good, modelling work by the teacher or pupils, or stimulus.
- 'Spot the dot' when working around the classroom dot with a coloured pen a mistake identified in pupils work. Do not give any verbal feedback pupils need to reflect and identify the mistake. It may be a spelling error, tense error, factual mistake, omission of grammar etc.....
- 'Traffic Lights.' However using the following:-
  -  Do not understand and has gained little learning.
  -  Understood some aspects of the learning.
  -  Understood the skill and L.O. of the lesson.
  -  Feels confident enough to teach another pupil in the class.
- 'Exit Pass' or 'Plickers.'
  - Today I learnt.....
  - One skill I have gained.....

➤ Next time I could.....

- Peer Assessment.

Peer Assessment on a limited basis. Pupils move around the whole class with post it notes. They have one minute to read others' work and comment upon it. Keep the post its on the pupils books. This is a comprehensive way for individual pupils to reflect upon their learning. 'Editing Pencil' Coloured pencil in maths book for reflection and correction.

- Editing pencil in literacy book. Foundation Phase use coloured pen to clearly identify corrections.
- Foundation Phase to use designed self- assessment symbols or traffic lights against success criteria.
- The use of **MUST** **SHOULD** **COULD** especially in Big Write sessions.

### **Paired and Peer-Marking**

When appropriate children should sometimes be asked to mark peer work in pairs. The following points are important:-

- Peer marking can be introduced when teachers feel it is appropriate although it should be a feature in KS2. It will be evident in all year groups. In reception, it can be scribed by an adult.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Pairings need to be based on someone pupils trust - best decided by the teacher.
- Encourage a dialogue between children rather than taking turns. They should discuss each other's work together.

### **Unmarked Work**

No pieces of work should be left unmarked in pupils' books. If a supply teacher has failed to mark work he/she has delivered, the Headteacher should be informed and a comment 'Supply Teacher' written below the work.

### **Supply Teachers/students**

Supply teachers are required to mark children's work with a black pen and to initial.

(S.L.T. February 2016)

Agreed by Headteacher \_\_\_\_\_

Agreed by *Governors* \_\_\_\_\_

**Review Date: January 2017**