



# Marking and Presentation Policy

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### Marking and Presentation Policy

At ARK Conway Primary Academy we value marking as an assessment tool, to give feedback, and as a strategy to boost self-esteem and aspirations. Marking is a two way communication involving teachers and pupils. Our marking and presentation policy aims to promote a consistent approach and enable teachers and pupils to gauge understanding and identify misconceptions. Marking provides a basis for summative and formative assessment and informs individual tracking of progress. We promote self and peer assessment and plan this in to lessons. As part of the marking process it is vital that opportunities for feedback both oral and written are built in. Time in lessons is given for children to reflect and respond to marking. Effective marking can give a clear picture of progress and what the next steps in learning should be.

#### Marking Guidance

##### Why do we mark pupils' work?

We mark pupils' work to show them that we care about their efforts and the progress they make.

Marking helps pupils to understand how and why their work is successful and how it can be improved.

Marking is vital in assessing the effectiveness of our teaching – what pupils have understood and what we need to teach them next.

Marking prompts a dialogue between the teacher and the pupil, and therefore provides further opportunities for assessment.

#### Marking Work in Exercise Books

##### Literacy and Language: Extended Writing (Year 2-6) Power of Writing (Year 1)

- Respond verbally to pupils' writing during the lesson wherever possible: this direct feedback is most effective (mark VF in pupils' books)
- Tick adventurous vocabulary
- Underline misspelt words that you expect the pupil to spell correctly – children self-correct
- Use ^ to indicate that a word or letter needs inserting
- Write a positive comment (where appropriate linked to the learning purpose) about the vocabulary, sentence structure and/or ideas
- Avoid correcting spellings of adventurous words containing graphemes not yet secure
- Provide pupils with a writing target, which will inform them of the next steps (action) for improvement
- Note common errors/ steps to inform future teaching

##### Literacy and Language: Log Book

Work should be marked but not in the same detail

- Respond to pupils' notes and ideas with thoughtful notes and suggestions
- Respond to pupils' success in meeting the learning purpose
- Give pupils an action to do straight away or to think about on the next task if this is a repeated error that needs addressing. For example: 'write another word for said' or 'use capital letters for proper nouns in your next piece of writing'

### **Read Write Inc Phonics**

Work should be marked to the purpose of the activity:

#### Activity 4: Spelling activities

Children mark with guidance from their teacher or teaching assistant . The teacher writes the word on the board after each word. Children tick each sound spelt correctly and correct errors with a coloured pencil.

#### Activity 5: Hold a sentence

Children mark with guidance from their teacher with a coloured pencil.

Marking should include:

- tick correct and insert missing punctuation
- tick words spelt correctly and correct words with sounds spelt incorrectly
- use ^ to indicate that a word or letter needs inserting

#### Activity 6: Build a sentence

Teacher can mark with green pen as they circulate:

- Respond verbally to pupils' writing during the lesson wherever possible: this direct feedback is most effective (mark VF in pupils' books)
- tick adventurous vocabulary, including the Build a sentence word
- draw a bold pencil line under misspelt Red Words that you expect children to spell correctly
- use ^ to indicate that a word or letter needs inserting
- avoid correcting spellings of adventurous words containing graphemes not yet taught
- write a positive comment about the use of vocabulary and/or sentence structure.

#### Activity 7: Editing for spelling and punctuation

Children mark with guidance from their teacher or teaching assistant . With a coloured pencil, children tick each corrected error and insert any missed words or letters.

#### Activity 8 and 9: Writing composition

Teacher can mark with green pen as they circulate:

- Respond verbally to pupils' writing during the lesson wherever possible: this direct feedback is most effective (mark VF in pupils' books)
- tick adventurous vocabulary

- draw a line under misspelt Red Words and green words that you expect children to spell correctly
- use ^ to indicate that a word or letter needs inserting
- write a positive comment about the use of vocabulary, sentence structures and/or ideas
- avoid correcting spellings of adventurous words containing graphemes not yet taught
- provide children with steps for improvement
- note common errors/ steps to inform future teaching.

### Maths and Mathematics Mastery

- Where possible verbal feedback is most effective (mark VF in pupils' books)
- Tick pupils' responses to show if they have answered questions correctly
- Mark to the learning objective
- Identify and address misconceptions; keep a record to inform teaching
- Add challenge questions if pupils have a secure understanding of a concept; allow time for pupils to respond to these

### Science and Foundation Books

- Where possible verbal feedback is most effective (mark VF in pupils' books)
- Mark to the learning purpose
- Identify and address misconceptions; keep a record to inform teaching
- Focus on the knowledge of concepts, facts and skills
- Underline misspelt words that you expect the pupil to spell correctly – children self-correct

### Expectations of Work in Books

- Work should be marked as outlined above.
- All children should have 3 literacy targets every half-term which are displayed in books for children to refer to.
- Pupils should not use erasers. If a child makes a mistake they should draw a straight line through it.
- Pupils start writing with a pencil however they should graduate to using a pen once they are confident with cursive writing (pen licence).
- All work should be completed in the pupil's neatest handwriting: this should be modelled in any writing on the board by teachers. We follow the Nelson handwriting scheme.
- Start new work on a new page.
- All work should have a clear purpose: This is shared through the learning objective, big picture goals or a learning challenge question. Where appropriate this should be stuck into pupils books before the lesson. Learning objectives should be a measurable statement of intent.
- Success criteria will map out how pupils can succeed in meeting the learning purpose. These should be shared with the learning objective, big picture goals or learning challenge question.

- There should be an opportunity for pupils to evaluate if they have been successful in meeting the learning objectives and success criteria.

## Exercise Books Guidelines

Stage	Subject	Colour	Size	Paper
Early Years	Writing	Yellow	A4	Folder (wallet)
	Maths	Blue	A4	Folder (wallet)
	EYFS	Red	A4	Scrapbook
	Phonics	Yellow	A4	Blank (1 <sup>st</sup> ½ term)
		Yellow	A4	Lined 15mm
	Proud Books	Green	A4	Plain
Year 1	Literacy	Yellow	A4	Lined 15mm
	Phonics	Yellow	A4	Lined 15mm
	Spelling	Yellow	A6	Lined 8mm
	Mathematics	Blue	A4	Folder (wallet)
	Science	Green	A4	Plain and lined
	Topic	Red	A4	Plain and lined
	Handwriting	Red	A5 Landscape	H/writing lines
Year 2	L & L		A4	Scrapbooks
	Extended Writing	Yellow	A4	Folder
		Yellow	A4	8mm margin
	Mathematics	Blue	A4	10mm square
	Science	Green	A4	8mm lined margin
	Topic	Red	A4	8mm with margin
	Handwriting	Red/Purple	A5 Landscape	H/writing lines
	Key Stage 2	Extended Writing	Yellow	A4
L & L			A4	Scrapbooks
Guided Writing		Yellow	A4	8mm margin
Science		Green	A4	8mm lined margin
Foundation		Red	A4	Lined 8mm margin
Handwriting		Purple	A5 Landscape	H/writing lines
Spelling		yellow	A6	Lines 8mm