

# **CREAVERY PRIMARY SCHOOL**



## **School Marking & Presentation Policy**



## **Creavery Primary School**

### **Whole School Marking and Presentation Guidelines**

#### **Rationale**

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

#### **Purpose**

The purpose of the marking is:

- to recognise those areas of school work that are good and to improve upon them
- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to indicate to children what happens next and what improvements can be made to ensure progression.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the schools progress

#### **Principles**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning intentions/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- Success criteria should be displayed in each classroom when appropriate and children should understand the meaning of the marks/markings they receive.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents at teacher/parent interviews or as required.

## Guidelines

The following guidelines for marking and presentation are part of the whole school marking policy. It is not possible to outline marking strategies without first setting down the guidelines for how the children present their work. At Creavery Primary School the children are encouraged to work to a high standard and as such great emphasis is placed on setting out work neatly and correctly. Each year group or part of a Key Stage agrees to the strategies they will use. Throughout the whole school there is continuity and progression in terms of marking and presentation. This is especially so in the case of presentation as the basic skills learnt in Foundation Stage/Key Stage 1 are built upon and reinforced in later years.

There are certain strategies that are common to all year groups for both presentation and marking. Materials of the highest quality are used with the children. Loose paper is always cut on a guillotine or cutter. Children do not write anything on the covers of their exercise books – teachers will supply a label with their name and relevant subject. Staff write to a high standard in the form of handwriting relevant to a particular year group on the interactive panel and on worksheets. Work is displayed according to the guidelines given in the display policy.

Teachers in the majority of cases (except peer assessment/Classroom Assistant intervention) mark all the children's work and work is marked as it progresses or as soon as possible after the child has completed it. Feedback and marking (reading, tables, spelling lists and related activities if appropriate) may also be undertaken by a Classroom Assistant but in the majority of cases feedback and marking will be completed by the class teacher.

A great deal of emphasis is placed on developing the children's skills as independent writers, particularly in Key Stage 1. In order to do this the children, need to have their confidence as writers built up. As staff, we feel it is important not to over-correct free creative writing and so there will be pieces of work where spellings are incorrect but have not been 'marked' as such. In some cases, the teacher will talk to the child about these words on a one-to-one basis.

Children of all age groups are encouraged to check their work to make sure that it is finished and that they are happy with it.

A copy of the relevant marking and presentation guidelines are given to any supply teacher or student teacher who is working in a particular class or year group.

The following procedures for correcting and improving children's work should be implemented by all staff.

- Feedback and marking needs to be oral and/or written according to the ability of the child.
- Where appropriate work should be corrected according to the curriculum focusing at the teacher's discretion e.g. in a piece of Science work, correct the Science, not the English content.
- If children make first draft copies of their work after it has been corrected, originals may be kept to show to parents as an indication of the child's true progress.
- Effective feedback, needs planned time for children to make improvements/ response, but it is most powerful when included in the fabric of a lesson (e.g. after 10 minutes look for a success, after another 5 minutes look for an improvement etc).
- Where appropriate a brief improvement suggestion should be made, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.

## General Advice to Teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- Marking should not be done independently during lesson time.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn.
- If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has explicit guidelines that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson intention at the top).
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning steps involve, and what should now have priority.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements).
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking (Self/Peer Assessment). In addition, the children could indicate where they think a particular target has been achieved. Their learning partners ("Study Buddy") might also check on their behalf, before the work is handed in, that a particular target has been met.
- Teachers comment on spelling and grammar only in the following cases:
  - if spellings and grammar were part of the lesson focus/objective;
  - if it is a spelling/high frequency word that all pupils should know;
  - if it is related to the child's target.

## **Self Evaluation/Peer Assessment**

- Older children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

## **Monitoring and Evaluation**

The Senior Management Team and Subject Co-Ordinators will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the three key stages and between year groups.

## **Equal Opportunities**

The Marking and Presentation Policy encourages the practice of inclusion for all.

## **Review of the Policy**

The policy will be reviewed annually by the teaching and non-teaching staff.

## **Marking – Foundation Stage (P1 & P2)**

In the Foundation Stage we recognise the importance of developing self confidence in order to raise self-esteem children's attempts across the curriculum are valued and the teacher's response to pupils' work takes the following forms:

- Verbal praise and advice
- Reward charts, stickers, stamps or praise wristbands
- Drawing to indicate a positive reaction

Marking and feedback should mostly involve the child directly. We recognise that if feedback is immediate and verbal it will have a greater impact on a pupil in the Foundation Stage. These oral comments will start with praise, end with praise and have constructive criticism or advice in the middle ("Negative Sandwich").

### **Self Evaluation of Work (Self/Peer Assessment)**

Children will be encouraged to evaluate their own work by saying what they think of their completed task. Pupils will sometimes be encouraged to say something positive about the work of another child.

#### **Year 1**

##### **Presentation**

- Any written work is on blank unlined paper
- Work is always in pencil ("Hope Magnum" or other thicker barrelled pencil)

##### **Marking**

- Work is marked in a coloured pen – preferably not red!
- A short positive comment may be put at the end of a piece of work - this is also given verbally to the child
- Stars and stickers may be awarded and a smiley face may be drawn by the teacher at the bottom of the work to indicate a positive response

#### **Year 2**

##### **Presentation**

- Any written work is on blank unlined paper. 15mm lined paper may be introduced to some children in the latter part of the year as writing becomes smaller and more uniform
- "Hope Magnum" or other thicker barrelled pencils will be used. Some children may progress to standard HB pencils when ready to do so
- Books will be dotted initially to indicate where each word should begin, progressing to a dot at the beginning of each line. This support will be withdrawn as children appear ready to proceed with more independence
- Erasers are used by the children

## **Marking**

- If a digit or numeral is regularly reversed or formed incorrectly the teacher will model the correct orientation and formation
- Work is never marked wrong with an x. If appropriate a circle is drawn round the incorrect answer
- Stars, stickers, incentive stamps or smiley faces may be given to indicate a positive response to written work
- Short positive, personal comments may be written in a style that matches the children's handwriting but should also be given orally to the pupil
- In free and "have-a-go" writing, good attempts at spelling and sentence construction will be praised. Not all incorrectly spelt words will be corrected – only those which are used regularly or which the teacher feels the child should know.

## **HANDWRITING – FOUNDATION STAGE**

By the end of the Foundation Stage most children will hold a pencil effectively, comfortably and with control. They will be encouraged to use a tripod grip and this will be modelled by the teacher. The majority of children will form recognisable letters and numbers, which are mostly correctly formed.

Gross motor skills, hand-eye co-ordination, fine motor skills and visual discrimination need to be developed if children are to produce good conventional handwriting.

Play activities provide pupils with opportunities to develop

- a) Gross Motor Skills – using playground apparatus, bat and ball activities, large pattern making, etc
- b) Hand-eye co-ordination and fine motor skills – cut and stick activities, water play- filling and emptying, bat and ball games, drawing and colouring activities, small world /tuff spot toys, painting and printing, dressing dolls, modelling materials such as playdough or play foam, pegboard pictures and patterns, threading/lacing activities, using materials such as jewels, sequins, small shapes to decorate pictures, letters and numbers.
- c) Visual discrimination – matching activities (shapes or patterns), find one the same, find the odd one out, jigsaws, sorting activities (letters and shapes) copying a pattern e.g. threading beads, pegboard pattern cards, picture making cards, etc.

## **Letter Formation**

Children, from the beginning of Year 1, will see their teacher as a writer demonstrating correct letter formation, size and orientation through modelled and shared writing. Children are encouraged to have-a-go themselves using their whiteboards.

Throughout the Foundation Stage pupils will have lots of opportunities to write for a purpose e.g. during role-play - writing down meal orders in the café, appointments in the hospital, a space journey log, or in Literacy Task Times – making cards, invitations, lists, etc at the Writing Table / Box and through personal recount writing.

Opportunities will be given for children to use pencils on paper, pens on whiteboards, chalk on chalkboards, water on playground, paintbrushes on large-scale paper, etc

## YEAR 1

- Encourage children to see themselves as writers, by initially reading their marks on the page or whiteboard.
- Guidance will be given to ensure that writing is formed directionally from left to right through pattern making and overprinting focusing on straight / top to bottom / curved / circular / diagonal / zig zag patterns, taking the pencil for a walk, putting the car in the garage, guiding the bee to the beehive or flower, simple mazes, dots to dots, tracing, using stencils and templates, scribble and doodle pictures, etc
- Explore letter formation according to the “sound of the week” – writing e.g. in the sand, in shaving foam, playdough modelling of letters, lacing the letter, gel board activities, Interactive Whiteboard games and activities, tactile tracing alphabet cards, sky writing, i.e. fingers tracing letters in the air, etc
- Children who are ready to write phrases or sentences will be aided by a dot to show where each word begins.
- Specific guidance on correct letter formation will be given, modelled by the teacher and copied by the pupil.
- Some letters will be formed correctly by the end of Year 1.

## YEAR 2

- Year 1 activities will be reviewed and some children may need further exploration of letter formation
- Increased handwriting opportunities will be given through Literacy tasks and general writing activities
- Books will be dotted initially to indicate where each word should begin, progressing to a dot at the beginning of each line. This support will be withdrawn as children appear ready to proceed with more independence.
- Close observation (by teacher and Classroom Assistants) of number and letter formation, orientation, size and spacing to monitor individual pupils progress
- Correct formation, orientation, size and spacing will be modelled to individuals, small groups or whole class when intervention is necessary.
- While we don't believe it to be good practice for the class to trace or copy lines of individual letters it is sometimes necessary to provide pupils with the opportunity to improve their letter formation by writing either individual letters or groups of letters formed in a similar way e.g. r n m h p
- Children will occasionally be given opportunities to copy/write a short passage in order to focus only on handwriting. This writing will be linked to current themes and topics and children themselves will have input into what is written /copied.

## **Marking - Key Stage 1 (P3 & P4)**

A copy of the relevant marking and presentation guidelines are given to any supply teacher or student teacher who is working in a particular class or year group.

### **P3**

#### **Mathematics presentation**

- Children work in squared books and sheets
- Work is always in pencil – H B ordinary pencil
- By the end of the year, most children will be able to write the long date in usual handwriting style and not one letter per square
- Any mistakes are rubbed out

#### **Marking**

- Work is marked in coloured pen – preferably not red!
- Answers are ticked and dotted as appropriate and the mistake is circled. The child rewrites the sum beside or below as appropriate
- Corrected answers are marked with a tick
- All corrections are *generally* completed before the next piece of work is begun but must always be finished
- A personal positive comment may be put at the end of the piece of work, written in a style that matches the child's handwriting
- Stickers/stars/smiley faces etc may be awarded

#### **English presentation**

- Children use blank books, 15mm lines progressing to 12mm lines. Blank/15mm lined books and blank/12 mm lines are also used
- Work is always in pencil
- Erasers are used by the children
- By the end of the year, most children will write the long date, for example Wednesday, 3<sup>rd</sup> January 2023
- By the end of the year, most children will write the title

#### **Marking**

- Work is marked in coloured pen – preferably not red!
- If appropriate, answers are ticked or underlined, for example in comprehension work or spelling work

- Positive, personal comments are written in a style that matches the children's handwriting
- Stars, stickers and smiley faces etc. may be given
- In independent writing, words which the teacher feels the child should know how to spell are underlined and the teacher writes the word correctly above the mistake
- When appropriate, if capital letters are missed out at the start of a sentence, they are corrected by the teacher on top of the child's letter. Where capital letters are written in the wrong place, for example middle of word, the teacher circles the letter and writes the word correctly above the child's attempt

## **P4**

### **Mathematics presentation**

- Children work in squared books (10mm)
- Work is always in pencil – H B pencil
- Erasers are used
- Last piece of classwork is ruled off with a ruler and a new page is taken for each new homework
- No margin is drawn
- Rulers are used for all underlining
- Short date is used, eg. 12/09/23 and the date is underlined
- Learning intention is written when appropriate
- Each digit in a sum or equation is written in its own square
- Titles and sentence answers are written in usual handwriting style not one letter per square
- Sums/answers are numbered by a digit followed by a dot eg 1. 2. 3.
- Vertical equations are written across the book with equal spacing
- A line of squares is left between each row of vertical equations

### **Marking**

- Work is marked in coloured pen – preferably not red!
- Any mistakes are shown by a circle around the error
- Answers are ticked or dotted as appropriate
- The child rewrites any corrections at the end, where appropriate

- All corrections are *generally* completed before the next piece of work is begun but must always be finished
- A personal, positive comment may be put at the end of the piece of work, written in a style that matches the child's handwriting
- Stickers/stars etc may be awarded
- Work is always in pencil in P4
- Rule off last piece of work

## English presentation

- Children use:
  - **P4** – faint/12mm, progressing to 10mm/8mm faint & margin
  - Blank & 12mm faint
  - 8mm notebooks
- Short date is used, eg. 12/09/23 and the date is underlined
- Underline date with a ruler
- Miss a line
- Write the learning intention when appropriate
- Miss a line
- Numbers for answers are written in the margin with a dot after the digit, eg 1. 2. 3.
- Any mistakes are rubbed out by the child in P4

## Marking

- Work is marked in coloured pen – preferably not red!
- If appropriate answers are ticked or underlined, for example in comprehension work or spelling work
- Positive, personal comments are written in a style that matches the children's handwriting
- Stars/stickers etc may be given
- Incorrectly formed letters/joins may be written by the teacher at the end of the piece of work (the child, may at times, practise these a few times, for example along one line)
- In independent/creative writing in English, topic work, RE, up to three key words which are incorrectly spelt are chosen by the teacher, underlined and written at the end of the work
- Capital letters which are missed out or written in the wrong place, for example middle of word or middle of sentence are underlined and corrected in the child's work

- If a full stop is missing a . is put in the correct place and the following letter underlined to indicate that it should be a capital letter
- Other incorrect spellings may be underlined and the child asked to use a spelling aid (dictionary/word-mat/display) to find correct spelling and write the word at the bottom of their work (this is at the discretion of the teacher depending on the ability of the child)
- Creative/independent writing is not 'over corrected' by the teacher

If the children are learning to redraft and edit their work the teacher may at times add to these marking strategies

### **Marking and Presentation Guidelines for Key Stage 2 (P5-P7)**

#### ***P5 P6 and P7***

##### **Mathematics presentation:**

- Children work in 8 mm or 10mm squared books
- Work is always in pencil
- Erasers are used when needed
- Rulers are used for all underlining
- Each piece of work is dated
- Each digit in a sum/equation is written in its own square
- Titles and sentence answers are written in usual handwriting style not one letter per square
- Sums/answers are numbered by a digit followed by a dot/bracket, for example 1. 2. 3. Or 1) 2) 3)
- Any mistakes are shown by drawing a circle around the error or marking it with a dot
- A dot/cross is written at the end of an incorrect sum
- A line of squares is left between each row of vertical equations

##### **Marking:**

- Work is marked in coloured pen – preferably not red!
- Answers are ticked or dotted/crossed as appropriate
- Occasionally a child may be asked to repeat part of a piece of work to aid their understanding of the concept
- A positive or constructive comment may be put at the end of the piece of work
- Sticker /stars/incentives etc may be awarded

- Children are given the opportunity to comment on their own work. Eg: if they have understood the learning intentions (WALT & WILF)
- All corrections are *generally* completed before the next piece of work is begun but must always be finished

### **English presentation:**

- Children use lined books with a margin
- Work is in pencil or ink. Use of ink is at the teacher's discretion. School handwriting pens, ink, cartridge or roller ball pens may be used. Only blue ink should be used. If pen is used all lines must be drawn in pencil with a ruler
- Long date is used, for example Wednesday, 3rd January 2023
- Underline date with a ruler
- Miss a line
- Title is written
- Underline title with a ruler
- Miss a line
- Write the learning intention when appropriate
- Miss a line
- Numbers for answers are written in the margin with a dot/bracket after the digit, for example, 1. 2. 3. or 1) 2) 3)
- Children using ink show a mistake by drawing a bracket around the mistake and ruling a single pencil line through the mistake.

### **Marking:**

- Work is marked in coloured pen – preferably not red!
- Incorrect answers are highlighted with a dot or cross, for example, in comprehension work or spelling work
- Positive, personal comments are written in a style that matches the children's handwriting
- Stars /stickers/incentives etc may be given
- Words copied incorrectly off the board or from a book/worksheet are treated as spelling mistakes
- Incorrectly formed letters/joins are written by the teacher at the end of the piece of work (the child practises these a few times, for example, along one line if appropriate)

- In creative writing, spelling mistakes may be indicated to the child by the teacher underlining the word and writing 'sp' above the line where the mistake occurs.
- For the children with AEN the teacher will write the correct spelling over the word
- Capital letters which are missed out or written in the wrong place, for example, middle of word or middle of sentence may be circled for the child's attention or corrected by the teacher
- If a full stop is missing a . is put in the correct place for the child's attention and the following letter may be circled to indicate that it should be a capital letter
- Creative writing is not 'over corrected' by the teacher
- If the children are learning to redraft and edit their work the teacher may at times add to these marking strategies
- Children are given the opportunity to comment on their own work. Eg: if they have understood the learning intentions (WALT & WILF)