



Policy *Marking and Presentation*

School Motto

Dream, believe, achieve together.

Persons with Responsibility

All staff

Linked Policies

Teaching and Learning

SEN

G&T

All Curriculum Policies

Next Review: October 2023

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

Definition:

The teacher's response, by any means, to children's work is referred to as marking.

Aims:

- to give feedback to pupils and teachers about progress and inform future planning
- to motivate pupils by recognising achievement
- to monitor/assess individual or group performance
- to identify common and individual weaknesses
- to encourage high standards of work across the curriculum

Features:

The approach to marking includes certain features that are common to all age groups. However, there may be a change of emphasis across the Key Stages. These differences may reflect the age, maturity, ability or special needs of the child.

Classroom Practice:

- Children are made aware of the learning objective for the lesson beginning 'I am learning to...'
- Each piece of work should provide evidence of what the pupils know, understand and can do according to the learning objective, success criteria and targets set.
- Work is discussed with pupils whenever possible, in particular, in Key Stage 1. When this occurs, 'Work discussed etc' and the date should be written to show evidence of teacher intervention.
- At Key Stage 2, teachers may focus on an aspect for improvement and ensure that it is addressed. This consistency is more likely to produce constant improvement.
- Comments should be as positive as possible whilst still providing necessary guidance and targets for future work.
- Appropriate spellings, punctuation and grammatical errors are identified dependent on knowledge of the pupil.
- Pupils must be encouraged to respond to marking in all subjects.
- Pupils use 'Fix it time' at the beginning of each session.
- Children's books should show evidence of improvement according to the teacher's comments.
- At times, it is appropriate for pupils to mark their own or each others' work. Teachers will provide guidance in how to do this.
- Teachers may adopt class-based systems for rewarding pupils' work.
- For children with special needs individual programmes may be used.
- Celebration Assembly will further allow pupil achievements to be shared.
- Teachers sign reading diaries weekly and track children's home reading.
- If a child has worked with a teacher or TA, they will indicate this.

It is important that pupils are given the opportunity to look at, read, understand and respond to the marking of their work at the beginning of a session.

Presentation:

The presentation of work in all subjects **must** be of the highest standard. Staff will make all expectations clear and will show pupils examples of excellent presentation.

We will help pupils to remember how to present their work by using DUM LUMS

Date

Underline

Miss a line

Learning objective

Underline

Miss a line

Start

Pupils should be taught to use erasers properly and try to avoid using them if possible. They should use a single line to cross out.







Westwood Park Marking Guide



Adults will write in red pen at all times



Children use green pen to improve their work (Y2 onwards)

|  Gold  | |  Silver  |  Bronze  |
|--|--|---|---|
| English books, Big Write Books, Maths Books | | Reading Journals, Science, History, Geography, RE, Topic, Art &DT | Get Spelling, Handwriting, Spelling Test, Skills |
| <p><u>Marking Keys:</u></p> <p>Indicate at the bottom of each piece of work:</p> <ol style="list-style-type: none"> A number 1 means that I have met the aim and am ready for a challenge or Higher Order Thinking Task. A number 2 means that I have made a few mistakes and need to fix them. A number 3 means I need some post teaching time with my teacher. | <p><u>Transcription Keys:</u></p> <ul style="list-style-type: none"> ✓ For correct work ✓✓ For excellent features • For an error ^ There is a word missing → Check this part <p>Sp in the margin on the same line with the error underlined shows a key spelling error. Younger children may have the error written above the misspelt word.</p> <p>P in the margin next to the line with the error shows a punctuation error.</p> <p>VF means Verbal Feedback was given.</p> <p>AS shows the work was completed with adult support.</p> <p>I means the work was completed independently.</p> | <p>Verbal feedback, whenever you can give it, is always paramount.</p> <p>Ensure children’s books/ outcomes look just as good as they do now.</p> <p>Teacher must visit the page. (Ticks, jolly comments as appropriate)</p> <p>Spelling corrections are to be set.</p> | <p>Get Spelling- Tick at the end of a unit – check to see if they have completed all the work/ correctly. Correct spellings.</p> <p>Handwriting- Tick at the end of a page. Intervene at the point of writing to model correct handwriting style.</p> <p>Spelling test- tick and score. Ask children to make corrections.</p> |

| <u>Big Write</u> | | |
|--|---|--|
| <p>Children edit their writing using green pen BEFORE the teacher marks the work. (Y2 onwards)</p> <ol style="list-style-type: none"> 1. A number 1 means I am ready for a writing challenge. 2. A number 2 means I have a few errors to check. A red dot in the margin next to the line where the errors are will help me to find and correct my mistakes. 3. A number 3 means I need some 'Post Teaching' time with my teacher. | <p>Cross curricular writing DOES NOT need to be marked the same as English or Big Write</p> | <p>Skills Books (SPAG and Mental Maths)- quick tick and children make corrections.</p> |

Marking Guide

- Number 1 - a challenge question or HOTT activity needs to be set.
- Number 2 - a few errors made, indicated in the margin. Children must then correct these errors. **Use the transcription key for number 2s.**
- Number 3 - more than a few errors - ensure the child works with an adult either 1:1 or in a group to correct their work. The adult must then write '**Post Teaching**' and the date at the bottom of the work.
- Children need '**Challenge Time**' to respond to their work. The teacher must always check that children have responded appropriately.
- A final red tick at the bottom of the work will show the teacher has checked it. **Apply rigour when marking and ensure children correct punctuation errors.**
- Teachers should ensure that children receive a balance of 1,2 or 3 throughout the year.
- Teachers will choose 2-5 spelling errors to correct written at the bottom of each piece of work and children will rewrite it three times in KS1 and five times in KS2.
- Children use green pen and indicate at the bottom of the work whether it was **self or peer** marked. Teachers tick the work with a final red tick.

Children complete one piece of Big Write/ extended writing each week on a day that fits in with their topic. Editing and improving work can be done within English lessons.

A personal comment may be added e.g. if a child has been very successful in their work. Smiley faces, merits, shooting stars and rocket writers may also be given.

Presentation Non-Negotiables:

The title of each piece of work should be the learning objective, written in the form of an 'I am learning to...' sentence. In KS1 teachers may write this for children onto a sticker **This must be underlined. Ensure children write/copy these correctly.**

Address number and letter reversals and make children correct them. In KS1 letter formation must be closely watched and corrected too.

If children colour anything in, it must be neat. Children must be guided to neaten up their colouring in their books.

If children make a mistake, they must use erasers or cross out the mistake with a neat ruler line. **Mistakes in green pen should also be crossed out neatly.**

Handwriting must be taught for 5 minutes daily and neat presentation must be demonstrated in books.

Front covers of books must be kept in pristine condition. Typed sticker labels must be on the front of each book- even if it's book 2!

If children partake in any practical activities, trips or visits, photographs of these can go into children's books.

Policy Review

This policy will be reviewed bi-annually.