

Wentworth Primary School

Marking & Presentation Policy

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Achieving Happily

Wentworth Primary School

A Guide to Marking

With the introduction of the OFSTED 2019 Education Inspection framework there is once again a clear emphasis on the review of children's work to make judgements relating to the quality of education provided for our children.

Inspectors will scrutinise pupils' work, talk to pupils about their work, gauging both their understanding and their engagement in learning.

The process is referenced in the School Inspection Handbook;

They will consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills.

Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

- Teachers check pupils' understanding effectively and identify and correct misunderstandings.
- Teachers use assessment to check pupils' understanding in order to inform teaching and to help pupils embed and use knowledge fluently and develop their understanding and not simply memorise disconnected facts. When used effectively, assessment helps pupils to embed knowledge and use it fluently and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources;

- First hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review.

Therefore, our marking policy must pay particular attention to;

- Pupils' efforts and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum.
- The level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy.
- How well teachers' feedback, written and oral is used by pupils to improve their knowledge, understanding and skills.

We require our marking and feedback policy to be consistently applied by all staff, including teachers, TA's and supply teachers so it has a positive impact on the children's learning and progress.

Purposes of marking and feedback

- To create pupil progress.
- In English and Maths to provide instantaneous feedback through live marking to address misconceptions.
- To recognise, encourage and reward children's effort and achievement through the school rewards system.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To indicate how a piece of work could be corrected or improved against success criteria.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To aid effective planning and assessment.

'Marking practice that does not have the desired impact on pupil outcomes is a time wasting burden for teachers that has to stop'.

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This should happen in a timely manner, within the lesson wherever possible.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking is not to demonstrate teacher performance, it is to create positive pupil outcomes and progress as a result of quality feedback.

Marking should be **Meaningful, Manageable** and **Motivating**.

What does ineffective marking look like?

- Excessive written comments that do not progress the learning
- Disjointed from the learning process, failing to help pupils improve their understanding
- Unmanageable with teachers marking late into the night and at weekends. This makes it difficult for teachers to operate effectively in the classroom.

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes.

Manageable

If the time taken to mark does not correlate with successful pupil outcomes it is wasted teacher time, e.g. extensive comments the child cannot read. Generalised comments such as 'be careful with your spelling', 'take care with' etc.

If the hours spent on marking does not have the commensurate impact on pupil progress – STOP IT

Motivating

Marking should help to motivate pupil progress. This does not mean always writing in-depth comments or being universally positive; timely short, challenging, concise, precise and personal comments or oral feedback are more effective.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Principles

We aim to make the children independent learners, with an awareness of their own strengths as well as areas for development. It is therefore essential that:

- They are made aware of the learning objectives of the task/lessons and the criteria against which their work will be marked/assessed.
- Wherever possible marking takes place with the children.
- To identify the next steps in the child's learning.
- To provide challenge to further enhance progress.
- In Maths the learning objective should be dotted in red if the learner shows little or not understanding or frequent errors.
- Each piece of extended writing should have a success criteria sheet (appropriate to the age and development of the children) which can be ticked by both pupil and teacher.
- There should be no more than 2/3 success criteria for each piece of writing (age dependent).
- Non negotiables e.g. capital letters, full stops, finger spaces etc should be on display in each classroom (again these need to be as appropriate to the age and development of the children). These are expected for every piece of writing and should therefore not feature on the success criteria sheet, unless appropriate to the developmental stage of the individual child.
- When marking extended writing, focus on the success criteria and find examples where the skill is demonstrated on 2/3 occasions – underline these in green pen. Use red pen if the work does not reflect the success criteria.
- Use self and peer review of writing so that children take responsibility for their own work. Editing within the book will be undertaken with a purple BIC Cristal pen – 'purple for polishing'. Corrections in Maths should be completed in a purple pen/purple pencil.
- Give housepoint rewards to children who find mistakes in their own work and then correct them.
- Spelling mistakes of high frequency words or from the year group spelling list should be identified and written out 3 x each in KS2.
- Word/sentence level work can be tick marked unless there is specific advice to move the learning on.
- Encourage children to read their written work to others. This is particularly effective in raising the self-esteem of less able pupils.
- Possible comments to extend the pupils' learning; Red pen – re-write this part with a better sentence opener. Green pen – you have done '_____' particularly well, use this in the future.
- At the start of English or Maths lessons, get children to review their book and answer any extension task, red pen comments or spelling mistakes where appropriate.

In Maths;

- Not all marking should be in green – it raises the question ‘is the work challenging enough?’
- Extension tasks can be shown in red to show development.
- If they have made mistakes – how? Why? What have they done wrong? – demonstrate in the marking.

When there are mistakes. Is the mistake a careless error? Or does the child not understand the concept?

If the mistake is a careless error, the pupil will correct it.

If there is a conceptual misunderstanding, the error is identified, with an explanation or prompt where the mistake is, so the pupil can see what has happened. This is then corrected or adult support accessed.

Marking is successful and efficient as long as errors are clearly signposted, comments show pupils how to improve and verbal feedback is used to ensure pupils fully understand.




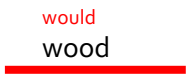


If the work has been fully understood, extension work based on reasoning is given to deepen the understanding.

These symbols will support the evaluation of learning objectives and success criteria in EYFS and Key Stage 1




Marking Key
Support Codes

S Supported → T Teacher
TA Teaching Assistant 1:1 support


V Verbal feedback

		EYFS	KS1
	Use capital letters in the right place	✓	✓
	Full stop at the end of a sentence	✓	✓
	Leave finger spaces between words	✓	✓
	Spelling mistake (underline word in red, correct spelling written above – related to spelling and CEW words for year group)		✓
	Learning objective achieved Year 2 CEW spelt correctly (underline word in green)		✓
	When a word is non-decipherable or not an age-related expectation, write the correct spelling in green above		✓

Additional symbols used for Success Criteria and marking:

	Adjective
	Verb
	Adverb

Key Stage 2 Marking

SP in margin (to encourage independence)	Spelling mistake
^	Missed word
○	Check your punctuation might include the punctuation in the circle Stage for margin
	New line/paragraph
Green pen underline	Work/examples that matches the objective
?	Read and check your work
	Green comments - well done Red comments - check your work. What improvements could be made?

Marking Key

Support Codes

S Supported → T Teacher
TA Teaching Assistant 1:1 support

V Verbal feedback

Example of Key Stage 1 Boxed Success Criteria sheet

Vocabulary Nouns: grass path house door window bridge tree leaves boat water river ferns

Ingredients written in past tense - **ed**

Effect on Reader wants to read more

Form Setting description

Purpose To entertain

Audience Children aged 6 - 11

description over under up down between above below in front behind on top

adjectives

feeling of joy see in in their minds eye

weather **time of day**

Common Exception Words to include:

are beautiful children climb cold even everybody fast floor grass great house last many move of old pass path plant pretty push pull **they** there water **were** wild

Example of Key Stage 2 Boxed Success Criteria sheet

EXAMPLES - VOCABULARY

erupt mount reservoir lightning

INGREDIENTS/SUCCESS CRITERIA

Effect on Reader To understand what a volcano is.

Form Information report.

Purpose To inform readers about volcanoes.

Audience year 9 and older.

sentences

compare

topic vocab

help questions

glossary

pub pictures and captions

facts To inform about Pompeii and why it is important

sub-headings

paragraphs

title

cloud

toxic

volcano

nagma

ash

AD79

Pompeii

eruption

Presentation Expectations

The presentation of all work is crucial, particularly with an increased focus on judging progress through the review of children's workbooks. A clean, tidy, well-presented exercise book immediately creates the impression of quality. We want all our children to take a pride in the quality of their work and their exercise books to be a source of pride.

KS1/2 Children should be encouraged to view their work as a whole, taking pride in their achievements. Attention should be directed towards content, handwriting, format and illustrations.

KS1/2 English and Maths books will have a standard school cover sheet detailing subject, pupil name and class.

When undertaking book scrutinies as well as having a focus for the review, we will be taking the following general principles into account.

1. Weigh the work – is the amount of work reasonable for the period of time in which it has been produced?
2. Look at the start and end of the book – what progress has been made? Is it enough?
 - Is it formatively assessed?
 - Are corrections being undertaken?
 - Are children responding to the marking?
3. Take 3 exercise books – top, middle and bottom – open to the same page on the same date
 - Is it the same work?
 - Is it differentiated?
 - Has the lower ability work been completed by TA's?

Presentation Guidelines

Pupils will learn that different levels of presentation are appropriate for different pieces of work and different circumstances. However, pupils are expected to:

- Date each piece of work. Short date in Maths, long date for written work.
- Look after exercise books and not draw or scribble in or on them.
- Increasingly plan their work to make it look attractive and well presented.
- Use appropriate writing implements e.g. pencil, ink/handwriting pen, not biros or gel pens.
- Use rulers to draw straight lines.
- Cross through mistakes with a single line using a pencil and ruler.
- Show alterations to drafting/maths corrections with purple pen or pencil.
- Any additional paper stuck into the book should be stuck in squarely to maintain the tidiness of the book. Children should be taught to do this for themselves.
- No felt pens in exercise books, only coloured pencil if required.
- Maths exercise books (KS2) should have a margin drawn appropriately.
- Space in exercise books should be used effectively to avoid wasted paper.
- In written work the previous piece of work should be ruled off.
- Erasers may be used to support the presentation of best copy written work but should not be used in Maths books.
- Tippex should not be used.

If you are aware of this advice, you will know what we will be looking at when we undertake a book scrutiny.

L Pollock
Headteacher