

## *STOKES WOOD PRIMARY SCHOOL*

### *MARKING AND PRESENTATION POLICY*

#### **EQUAL OPPORTUNITIES**

We believe in promoting equal opportunities for all our pupils in every aspect of school life. We oppose any form of discrimination or racism and promote race equality and good relations within the life of the school.

#### **MARKING**

For more information see <https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

**Remember: Feedback and marking is only successful if pupils use it to improve their performance.**

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

There is **NO** 'one size fits all' approach. However what is needed is a core and consistent approach to **the value that feedback is given and the high expectations that staff have of pupils**.

Marking must be:

- Meaningful
- Manageable
- Motivating

The quality feedback/marking must result in positive pupil outcomes and progress.

It may be useful to consider what ineffective 'deep marking' can look like:

- Excessive **reliance** on labour intensive practices in different coloured pens ( for every child for every piece of work)
- Work is set and marked to a false timetable so response to the marking is too late or cannot result in pupil making improvements.
- It can be dispiriting, demotivating and does not engender resilience for pupils and teachers
- It can be unmanageable, meaning teachers are marking late into the night.

#### **Meaningful:**

Marking should vary by age group, subject and what works best for the pupil and teacher in relation to a particular piece of work. Teachers should adjust their approach as necessary and incorporate outcomes into subsequent planning and teaching to advance pupil progress and outcomes. Teachers **MUST** be clear about what they are trying to achieve and the best way to achieve it.

**CONSISTENCY** across the school is **STILL IMPORTANT** but this can come from consistent high standards, rather than unvarying practice. However within year groups, marking practices should be the same and should be discussed, agreed and reviewed to improve pupil outcomes.

For example:

All children completing a Y6 writing task, failed to use subordinate clauses consistently. Therefore after reading the first few, the teacher would decide to re think the follow up lesson to respond to this. Feedback would be given as the focus of the next lesson. However if most children had achieved the outcome and only a few children needed more support, written feed-back of more detail could be used with a bubble response type feed-back used, where the few children could respond before the next lesson.

Feedback must be focussed:

- On the learning outcome of the lesson
- Personal pupil targets

Too much feedback is demotivating.

### **Manageable:**

Marking must be proportionate to the outcomes. Teachers may decide, for example, to mark pupils' work in detail in rotation by groups or may decide to mark with pupils. What is important is that the pupils make progress as a result of this marking and feedback and this can be evidenced in the pupils' books.

(There is no point in writing an extended comment on a child's work who is unable to read it. The feedback given should be evident in subsequent work.)

Feedback can take the form of spoken feedback, written marking, peer and self-assessment and may be more appropriate and successful for certain year groups. If you are using a form of marking which does not improve outcomes, **STOP IT.**

### **Motivating:**

Use a variety of comments:

- Positive and praising if appropriate
- Short, challenging comments
- Short, challenging oral feedback
- Model an example for the pupil to use in its response

Don't write so much that it is difficult for the pupil to pick out the focus of the improvement needed.

Don't do the work for the pupils; they won't bother next time either if you do it for them.

Marking is about acknowledging the work, achievement, effort and to celebrate progress. Find a quick easy way to do this: stickers, smilies etc.

Do not accept work that does not come up to the acceptable standard. Give it back to be re-done before marking, if you know that it is not the pupil's best work or that it has not been checked. DO NOT do this part of the pupil's task for them!

## **WHEN DO WE MARK?**

The timing of marking work alters as the child progresses through the school.

In the Foundation and Key Stage 1 every effort is made to mark and discuss work as soon as it is completed. Interactive verbal feedback is given to children throughout the lesson. Written feedback is usually provided at the end of a piece of work, and on occasions, during the lesson alongside the child.

In Years 3 – 6 we mark work before another piece is started so that feedback can be acted upon. Feedback on aspects of a child's work are discussed with him or her when completing

the task during the lesson. The results of tests and any other feedback are given as soon as possible.

It is essential in both Key Stages that each piece of work is marked or a diagnostic comment made, which can be verbally.

Extended writing is marked diagnostically in detail addressing the objective of the lesson and connected to the band in which they are working using the agreed statement grids. Maths is marked with the children and methods discussed where appropriate. Other subjects are marked to show acknowledgement and appreciation of child's effort. Stickers and stamps can be used if appropriate to the work. Brief comments can be made referring to objective. Mini-plenaries should be used to give immediate feedback through pupil/teacher interaction/discussion. Teachers should be addressing misconception throughout the lesson in this way.

Foundation Stage, Key Stage one and Y3 use the self- assessment traffic light system.

## **HOW DO WE MARK?**

Pupils must know what a successful outcome of the lesson through the learning objective and success criteria. The teacher must adhere to this when marking the piece of work set. We actively encourage self and peer assessment of pupils' work. This takes the form of editing in writing.

The following guidelines must be noted when marking and assessing writing however.

Writing would not be independent if it has been:

“edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated.” (2017 teacher assessment, STA)

For example:

- If a teacher marked 'sp' or 'punc' or 'g' in the margin on the line where there is an error, then any change that a child then makes would not be independent.
- If a teacher marked a child's work and then wrote, “check your use of semi-colons,” then any change the child makes to semi-colons would not be independent.

This does not mean that teachers should not mark children's work as that is a key learning strategy, but additional care will be needed when forming teacher assessment judgements because not all of a child's writing will be independent.

It will be very useful to encourage children to edit their writing before handing their work in – clear success criteria will support this process.

### **Writing is likely to be independent if it:**

- emerges from a quality text, topic, visit, or curriculum experience, in which pupils have had a range of opportunities to explore and discuss what is to be written about
- enables pupils to apply their learning independently, possibly with an element of choice, for example writing from the perspective of a chosen character

- has been independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation
- is produced by pupils who have independently drawn on classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas
- is informed by clear learning objectives and limited success criteria which are not over detailed and do not over-aid pupils

**Writing is not independent if it has been:**

- modelled or heavily scaffolded
- copied or paraphrased
- supported by success criteria that are over-detailed and over-aids pupils
- edited as a result of direct intervention by a teacher or other adult, for example where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text (*2017 teacher assessment, STA*)

Written comments are an important addition to the assessment of work, however they are not necessary on every piece of work but will be used consistently throughout each book.

Comments should be positive and diagnostic which reflect the progress made by the child towards the learning objective and any individual focus set. They should indicate areas to be developed and strategies the child can use to move towards achieving the specified criteria. Cross-curricular opportunities are used to address targets from other subjects. Opportunities may also be provided for group marking.

We believe it is important that teachers recognise and reward the effort a pupil has made. This can be done in ways that are appropriate to a pupil's transition through school, and are personal to individual learning styles.

We believe that all teachers adhere to the principles of being fair and consistent to the individual pupil by acknowledging effort and attainment by identifying standards that are acceptable and by indicating how to improve these standards. Expectations must be high, teachers should foster 'a can do' attitude and positive mind-set for all pupils. .

All teachers will adopt the principles of good practice laid down in the Marking Policy.

The following marking codes are used:

**I:** Pupil has had no support after initial teaching

**T:** Pupil has had teacher support after initial teaching

**TA:** Pupil has had TA support after initial teaching

**Steps to Success check list**

**EBI:** Even better if

**Bubble response**

**Writing grid check lists for final draft**

## Next Steps

Pupils are aware of their next steps, either through marking feedback, through record sheets or through dialogue with their teacher as relevant to age and subject.

It is essential that letter formation is always corrected and practised where appropriate.

Time should be built into the daily routine for children to respond to comments made on a piece of work. For example, in extended writing activities a teacher may give a task and draw a response bubble in which the child should respond.

## SELF ASSESSMENT and PEER ASSESSMENT

As part of the school's personalised approach and use of success criteria, pupils are encouraged from an early stage (F2) to assess their own or the work of their peers against defined success criteria. This process is used not only to support and develop the other pupil but to support or develop the pupil doing the assessment process. **Pupils are encouraged to give verbal positive comments about the success criteria achieved and one area for improvement. Young children should be supported in their peer and self- assessment.** All children work in partnership to edit and redraft pieces of extended writing. They use a drafting book to check work includes the grammatical features necessary for working at the expected standard. If work is used for assessment purposes, the teacher should not give specific guidance for the child to improve their work.

## PRESENTATION

All pupils are encouraged to take pride in their work and to present it as well as they are able.

Unless consisting of personal or rough notes, all work is expected to be presented in a clear, legible hand, in a writing style commensurate with the pupil's age and stage of development and consistent with the adopted school style.

At Stokes Wood School:-

All pieces of work in writing are dated and the Learning Objective or title written or stuck at the top. If work is just given a title, then the pupils should be aware of the objective and the steps to success that they should achieve throughout the lesson in order to achieve this objective. This will be communicated clearly as part of the teaching and dialogue in the lesson and evidenced in the lesson plan.

All forms of the date are taught and used as deemed appropriate to the piece of work, context or age/ability of the child.

If margins are required they drawn in red pen/pencil depending on year group) and a ruler is always used. .

All underlining is done using a ruler.

Diagrams are drawn in pencil.

Diagrams should be labelled using a ruler.

Coloured pencils, not felt-tipped pens are used in exercise books.

Pupils using pencil may rub out.

Pupils writing in ink should put a single line neatly through the mistake.

Pupils in Y3-6 will edit their work in a red pencil or pen.

Extensive crossing out is discouraged.

**Pupils may use a pen when their teacher considers they are ready to do so; ie: their handwriting is neat and fluently joined with a pencil.**

**Correction fluid must not be used.**

Pupils are expected to keep their books clean and in good condition and not to scribble or write on the covers.

### **Year 1,2,3 must always:**

- Use my best handwriting, even on worksheets. My worksheets should be trimmed to fit in my book and stuck in neatly.
- Underline dates, titles and subtitles using a crayon and a ruler. All work needs a date!
- Cross out mistakes with a crayon and ruler using one line.
- Respond to my teacher's comments and think about how to improve my next piece of work.



**Year 4,5,6**



**I must always:**

- Use my best handwriting, even on worksheets.  
My worksheets should be trimmed to fit in my book and they must be stuck in neatly.
- Underline dates, titles and subtitles using a red pen and ruler. All work needs a date.
- Cross out mistakes with a red pen and ruler using only one line.
- Respond to my teacher's comments and think about how to improve my next piece of work.