

Marking and Presentation Policy

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Notes	



Brookside Primary School

Be Kind, Promote Equality, Strive to Achieve

Brookside Primary School
MARKING AND PRESENTATION POLICY

Principles of the Marking Policy

Marking and feedback should:

- Provide effective feedback to pupils on their learning performance.
- Relate to learning intentions that have been shared with pupils.
- Involve pupils in their own learning, promoting motivation and the desire to strive to improve.
- Enable pupils to evaluate their own learning and recognise their achievement.
- Be manageable for teachers.
- Use consistent codes throughout the key stages
- Be completed either within the lesson or as soon as possible before the next step in their learning.

Marking and feedback falls into different procedures depending on the subject/lesson:

- Verbal feedback by the teacher (V)
- Live marking during the lesson – sometimes involving teacher jottings
- Symbol marking – see below
- Completion of exit questions
- Response marking: to consolidate learning & to encourage a written response from a child.
- ‘Test’ marking: work marked against specific criteria e.g. SATs preparation, end of year levelled work samples.

Layout of work

The following will be introduced throughout KS1 and become embedded in KS2:

- Using a ruler, previous work is ruled off. This underlining is to be done after children have responded to marking.
- Date will be written on the left-hand side.
- The learning objective (L.O.) is written in and underlined with a ruler. In KS1 and Riverbank this may be stuck in.
- All lines to be drawn with a pencil and ruler.

Handwriting will reflect expectations as set out in the handwriting policy.

Layout of work in Maths

- Date to be written in figures on the left-hand side.
- Lesson objective to be underlined with a ruler.
- Each digit should be written in a separate square.
- When question numbers are written a bracket should be added rather than

a dot e.g. 4) to avoid confusion with the answer.

- All lines to be drawn with a ruler
- Work to be written in pencil (or responses in red)

Organisation of marking

Work will be marked, using green pen, in a neat and legible style by the person teaching the lesson i.e. the teacher, supply teacher or HLTA. Supply teachers and HLTAs need to initial their marking and write 'supply'. Cover supervisors will use school stamps and their initials.

LSAs, HLTAs and teachers working with an individual or a group of children in a 'guided' capacity must indicate with a 'G' on their work. If the child has had guidance and then completes a task independently it will be indicated with 'I' (as is appropriate).

In the Riverbank, during guided sessions children are present when their work is marked. The majority of comments are given verbally, i.e. praise, comparative and improvement suggestions. Work is indicated with a smiley face when the child has achieved the learning objective. A marking sheet is completed after the lesson has finished to show the amount of guidance given.

Book scrutinies will be carried out by subject leaders to ensure consistency of approach within and between year groups.

Every day, books will give an indication of the taught lesson – for the majority of lessons the work which has been produced will be the record; if the lesson has been oral or practical, however, the date, LO and a brief comment about the task will be made, and there may be a photo. Books are annotated to show if a child has been absent.

Marking will be in accordance with the marking symbols. **There should always be a symbol to indicate whether the LO has been achieved (smiley face or W).**

Maths

- Live marking during the lesson
- Identified misconceptions recorded with teacher modelling
- Evidence of two exit questions a week.
- Whole class/self-marking done neatly in red pen.

English

- Work will be marked with greater depth using a comment the child can respond to and a directional tone, at least twice a week.
- Marking may include questions (Q), highlighted aspects for improvement and invitations for the children to provide a written response including chances to re-edit.
- All end of unit outcomes should be marked with a next step.

Science

- Smiley face or w after each lesson linked to L.O.
- Identified misconceptions addressed and recorded.
- Evidence of exit questions.
- End of unit comment.

Other subjects

- Smiley face or w after each lesson linked to L.O.
- End of unit comment

Self-assessment




Throughout a unit of work, children will be given the chance to self-reflect.

Success criteria may be used for individual lessons e.g. at the end of a longer piece of writing.

Children may be given the opportunity to self & peer assess through speaking & listening.




Marking Symbols –

Symbols in use should be displayed within the classroom.

-  Look again
- Sp Spelling – child to write correctly 3 times
-  - CAT - Come and talk, to be initialled by teacher when discussed
- V Verbal (talked with adult during lesson)
- G Child received guidance from an adult
- I Independent work
- Q Response to a question is needed
-  Something positive
- U Please underline
- // New paragraph
- △ Word missing
- W Working towards L.O.
- Bubble Space for child to respond
- 😊 Learning objective achieved
- Correct capital added when missing
- Correct lower case letter added when missing
- Add in correct punctuation
- T Teacher example

Marking will be done in green ink, so it is clearly visible.

Riverbank marking symbols

	I did not understand the <u>Learning Objective</u>
W	I am working towards my <u>Learning Objective</u> .
	I have met the <u>Learning Objective</u>
I	I worked on my own.
G	I talked to my teacher about my work.
	Next steps- Something that will make me a better learner.
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Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation