



# Castilion Primary School Marking and Presentation Policy



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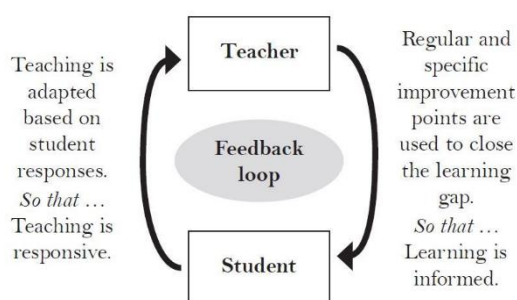
Review Date: September 2024

Written	Agreed by Staff	Review Date	Review Committee
July 2022 UPDATED	September 2023	September 2024	Learning and Achievement

## Purpose

The purpose of this policy is to ensure a consistently high standard of presentation of children's work and learning across the whole school which all children and staff recognise, understand and follow. The policy ensures that children take pride in their work at all times and that high-quality feedback and marking has a strong positive impact on pupil outcomes. In order to be effective, marking and feedback within Castilion aim to:

- Influence future lessons by identifying children's strengths and areas for development.
- Develop children into increasingly effective learners by celebrating success, empowering them to go further.
- Ensure all children are supported with work appropriately suited.



We aim to:




- Set high standards of expectation for the children in the presentation of their work.
- Instil in the children a sense of pride in their work by making explicit acceptable standards of presentation in their work.

## **Marking policy**

Books must be marked using green pen and children to write in black pen or pencil (year group specific) Children to edit using **purple pen**. Teachers to **mark in green**

**Stickers should not be used in books**

<b>Marking Codes</b>	
<b>Sp</b>	Spelling
<b>Gr</b>	Grammar
<b>P</b>	punctuation
<b>✓</b>	Good
<b>Vf</b>	Verbal feedback
<b>I</b>	Independent work
<b>Ws</b>	With support
<b>•</b>	Does not make sense
<b>T</b>	Tense
<b>//</b>	New paragraph
<b>^</b>	A word is missing

<b>Cl</b>	Capital letters
	Sound out words
	Finger spaces
<b>Fs</b>	Full stop
	Write on the line
<b>Sp</b>	Check spelling
<b>Vf</b>	My teacher said
<b>CD</b>	 ClassDojo

## **Success Criteria**

Planning provides opportunities for both learner and teacher to obtain and use information about progress towards set learning goals. It is flexible and responds to initial and emerging ideas and skills. It includes strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners receive feedback, how they take part in assessing their learning and how they will be supported to make further progress is also planned.

**Success criteria are elements of the learning objectives - what you need to remember to do in order to achieve the learning objective**

Children to assess their learning outcomes against the success criteria with the teacher confirming outcomes.

This must be used for all subjects and be cut and stuck in straight in books under the date.




## **KS2 example**

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LO: <u>To be able to use the passive voice to write in a journalistic style.</u>		
Success Criteria	P	T
I can identify passive voice		
I can use passive voice		
I can use punctuation to demarcate clauses		

KS1 example

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LO: <u>To be able to write in a descriptive way.</u>			
Success criteria			
I can use adjectives to describe nouns.			
I can start a sentence with a capital letter and end with a full stop.			

All teachers are encouraged to do live marking as this has more of an impact. Allow children time to respond to your feedback (5 minutes before the start of the lesson)

Symbol must be written in the margin on the same line as the error for children to identify.

KS2, mark no more than 3 spellings, encourage children to check and edit their work.

Giving Improvement Suggestion- Write down or ask for an improvement suggestion to help the pupil to know how to make the specific improvement. There are four types of improvement prompt:

1. A reminder prompt - More suitable for the more able pupil this simply reminds the pupil of what can be improved e.g. Say more about how you feel about this person.
  2. A scaffold prompt - More suitable for pupils who need more than a simple reminder; this prompt provides some support e.g. a question, a directive.
  3. An example prompt - A suitable prompt for all but especially average or below average pupils, this prompt gives the pupil a choice of actual words or phrases.
  4. An oral prompt - This is suitable for emergent writers. It is written to the pupils and the pupil is told what is written and makes an oral improvement, which is scribed by an adult. Although the pupil may not be able to read the comment, it will still have an impact and is likely to be remembered.
- Making the Improvement- It is important that classroom time is given to making this improvement and needs to be immediate. Time for this should be built into the next lesson.

**“A teacher should only write in a child’s book if it is going to impact on progress”-DfE (2018)**

**Note: All children, in KS2, will have a pencil case which is expected to last two academic years.**

## **Definitions of different types of assessments**

**Self-marking (Sm):** Marking done by children using purple pen in their own books. Done against a checklist (written or oral) of requirements, an answer sheet or a success Criteria to ensure accuracy. Must be checked by an adult.

**Peer- marking (Pm):** Marking done with the support of a peer. Should be specific rather than general, assessing against learning objective or a checklist. Book should be in the middle of children where children can make amendments in their own books using purple show that they understand and agree with their partner's judgements

**Live Marking:** Any marking done by and adult within the lesson. This should not involve extensive writing. VF alongside a brief comment or marking symbols is sufficient.

**Conferencing:** Focused 1:1 or small group work planned in response to student outcomes from the previous lesson. Can occur between lessons or within the first 10 minutes of a lesson.

**Mini- Plenaries:** Used to address common misconceptions or model feedback process to support self and peer assessment. They allow pupils to review their work during lesson rather than at the end where there is no time to edit errors.

Where codes are used to direct children's attention to specific areas, they need to look at e.g. spelling, missing words etc they must be written in the margin next to the line where the error occurs. This means that the child can locate the error independently and address it. In KS1, there are fewer codes as they meet the needs of the younger children. We would not expect to see every piece of punctuation or spelling error corrected. However, the teacher, as the professional who knows each individuals' strengths, must decide which area of development are the greatest priority and should therefore be a focus for improvement.

## **English**

Wherever possible, all marking and feedback should be given at the time of learning or just before the beginning of the next step in learning. This is especially important for children in the EYFS, KS1, EAL and those with SEND.

During independent writing, teacher should do 1:1 conferencing or work with a guided group. Once the guided group have had the input, the teacher is expected to move around the classroom and 'live mark'.

Where verbal feedback is given, teachers must write VF next to the piece of learning that the feedback refers to. The impact of this feedback should then be seen in later pieces of writing. Children edit in purple pen.

## **Foundation subjects**

All questions should be marked ideally through either peer, self or live marking but may also be marked after the lesson in some cases. Where appropriate, marking codes should be used. Floor books must be neat and presented to a good standard.

## Presentation inside books

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to throughout the year. Teachers should take the time to make the expectations extremely clear to all children on the first day and for a good while after that. Teaching assistants and all staff working with children have responsibility for encouraging children to take pride in their work and for enforcing the policy

The utmost care should be taken to demonstrate to children good habits for taking care of their books. Teachers should consistently model good habits of neatness. Children should not doodle or draw pictures unless they are clear illustrations relating to the work done for that lesson. Children must be encouraged to use cursive writing in KS2 and lead in and out in KS1

- The long date must be written and underlined on the top left of the page in English, Science, history and geography (**Monday 5<sup>th</sup> September 2023**). **Teachers to write the date for those children who may find it extremely challenging.**
- The short date to be written in Maths books and underlined using a ruler. (**05/09/23**)
- Marking codes must be written in the margin next to the line where the error occurs. This creates an opportunity for the child to focus on a specific line. It enables them to locate the error and help the child to address the error independently.

Worksheets must be cut to fit the page and stuck in flat ensuring they do not over hang the page.

## Maths Presentation

- A 2 square wide margin is to be applied to the left-hand side of the page on each piece of work, which is independently drawn by the child.
- A mathematical date e.g. **14.09.22** is to be written at the top of each piece of work, with the learning objective and success criteria stuck in the children's books straight.
- All lines in maths books are to be drawn with a pencil, including for arithmetic questions and fractions.
- Worksheets must be minimal, children to use one digit per square.
- Reasoning questions must have a border and be cut and stuck in children's book straight
- Working out should go down the page (**New LO, new page**)

A shop has an offer.



Buy one box for £1.90  
Get the second box half price.

Ali buys two boxes of cereal.  
How much must he pay **altogether**?