



Minety C Of E Primary School

'Shine, Help, Imagine, Nurture, Excel

Policy for Marking and Presentation of Learning

Date: March 2018

Review date: March 2019 **Responsibility for review:** All Staff - SLT

Marking of Learning and Presentation

This policy has been reviewed annually since 2010.

Policy statement:

The school will use marking to give positive next steps to pupils in order to enhance learning. High standards of presentation will be expected throughout the school: these will be promoted by all and monitored to ensure consistency and quality.

Marking of work

Our aims:

- to communicate with the child and inform the child and others [e.g. parent, other members of staff] the areas of success and the priorities for improvement or change
- to refer to targets already set and assist in setting further targets
- to contribute to our assessments and thus to ongoing planning and reporting
- Marking should be consistent, manageable, formative, summative and useful.

Why do we mark?

- To help move children's learning forward
- show our value of children's learning and to acknowledge that learning is developed
- to share in the expectations we have in school
- to emphasise whenever possible the positive achievements by children in relation to the success criteria and learning objectives

Assessment Terminology

Formative assessment is assessment FOR learning

This assessment has a formative effect on pupil learning as a result of quality feedback and can be used to inform future teaching and learning. (What have I learnt? What do I need to learn next?)

Summative assessment is assessment Of learning

This assessment shows the standards achieved and progress made by groups and individual pupils and can be used to make judgements on the school's progress compared to similar schools.

Assessment Procedures:

Assessment in the Early Years Foundation Stage

Assessment in the Foundation Stage is planned, ongoing and an integral part of the teaching and learning. It takes into account all aspects of a child's development and is based on the observation of children participating in activities. These observations are recorded to make up a profile of each individual child's knowledge, ability and understanding and are used to inform future learning.

Informal/Verbal Assessment

This occurs continuously during a school day. Teachers and support staff are consistently making judgements about what children can do, understand and know. Teachers, support staff and children are engaged in dialogue about learning throughout the school day. At Minety we acknowledge and value this informal assessment and the important part it plays in informing children about how well they are doing and what they need to do to improve further. We also recognise it is not possible to commit all of this information to paper.

General/recorded Marking

- Marking at Minety is completed in green pen – but also to highlight particularly positive learning and define developmental points.
- Teachers mark against learning objectives/and or success criteria agreed with pupils at the start of the lesson
- Teachers highlight all the positive areas and success criteria with a green highlighter. The area for development/improvement is highlighted in pink – (orange if pink not available).
- Teachers use agreed marking symbols? Ben and Sian to circulate junior marking symbols agreed. Infants to complete.
- Teachers are expected to provide some feedback (written or verbal) on each piece of recorded work produced by pupils.
- Books are marked regularly and children are given feedback on their achievements and opportunities to discuss and correct their mistakes.
- Teachers are not expected to provide *quality* feedback and marking on every piece of work children produce.
- Deep marking with next steps will be a weekly expectation in a piece of mathematics and writing.
- Teachers will identify three to five grammar or spelling errors in a piece of writing. Pupil's attention will be brought to errors and learning prompts will identify areas for improvement.
- For older children (Years 5 & 6) and more able a dot in the margin with sp. will indicate that children need to look for a spelling error and then are given opportunity to self-correct/edit. For younger children and for some SEND in Years 5 & 6 spelling corrections will be provided but children will be expected to practise. More able children should be trained to look for editing of spelling sign from Year 2 onwards.
- Children are given opportunities at the start or completion of a lesson to reflect on how well they are doing and what they need to improve further.
- Children (particularly in KS2) should be encouraged edit and improve their learning through individual and paired work.
- They will need to look critically at learning and decide on whether targets/steps to success criteria have been met. Prompt grids may need to be used for younger juniors.
- Year 2 to 6 children need to use ???? to make these edits so it is clear that children have marked pieces of learning.

Quality Feedback

- Quality feedback is planned into a learning cycle.
- At least **six** pieces of **hot and cold** writing are identified in a year in addition there are other pieces of extended work (e.g. approximately at least one more a term – these are longer pieces with extended marking) across a variety of genres where pupils work independently in KS2 and as independently as possible in KS1. These pieces are used for assessment purposes.
- **In maths – at the end of a maths topic or specific unit of learning – misconceptions/errors are clearly identified to pupils.**
- Teachers and children will identify the steps to success/learning objective at the start of the lesson.
- Teachers mark against these criteria identifying where children have achieved them and giving them learning prompts.
- Teachers and pupils agree targets based on quality feedback in writing and maths.

Assessing Pupil Progress

- **Marking is an important part of assessment – see the detail of the assessment policy for links to marking.**

Target Setting – this section needs to be finally agreed and moved to the assessment policy

Individual/Group Targets

- **Teachers and pupils agree individual or group targets in writing, reading and maths at the start of each term and these are communicated to pupils in pupil friendly language.**
- **Progress against targets is reviewed at the end of each term.**
- **Targets are recorded in the pupil's literacy and maths books.**
- **Pupils are reminded to check their targets during lessons.**

Evidence of Progress

- **Once a term teachers plan an opportunity for pupils to write independently an assessment piece which is moderated plus one or two other pieces which feed into A.P.P. teacher assessment.**
- **A top, middle and bottom work scrutiny is planned for a staff meeting in the autumn and spring term when work is moderated and progress in writing is discussed. If timing constraints cause whole staff moderation to be delayed – whole staff moderation will take place ASAP in the next half-term but marking and teacher assessment will continue as soon as the moderation task is undertaken.**

Summative Assessment – this needs to be checked against the last section of the new assessment policy

Throughout the year children are assessed on what they can do. The results of these assessments are kept on a central record in each class. QCA tests, teacher assessment scores are tracked and retained in class with a copy held centrally by the Head Teacher.

Summative Assessments include:

- **Weekly spelling tests**

- End of Key Stage Assessments in reading, writing and maths.
- Termly APP or teacher assessments in reading and writing
- QCA tests in reading and maths in Year 3, 4 and 5.

Our policy and approach: - it was felt the specifics below are a repetition of what has gone before so may not be needed. What about Students?

- we will write neatly on children's work and use encouraging comments or symbols whenever possible
- we will avoid detrimental comments likely to erode confidence
- we will normally use green pen to add comments
- reminders of spellings, punctuation etc., need to be given in quantities that the child can cope with, appropriate to age and ability
- whenever possible, we will mark with the child and engage in a conversation about what has been marked
- we will expect correction / improvement of manageable amounts of work within the capabilities and understanding of the child
- we will focus on corrections that are achievable in terms of being remembered and applied in future work
- children should be encouraged to think of themselves as 'markers' and through individual and paired work, look critically at work and decide on whether targets/success criteria have been met

All classes use the agreed marking codes as a way of consistently reminding children and drawing attention to errors.

Presentation

Expectations:

All children will be taught and reminded of what constitutes good presentation and handwriting; these cannot be left to chance. The standards must apply across the curriculum and not just be expected in some pieces of work or just in literacy. The school follows **the cursive style referenced on**, which will be taught in specific lessons throughout the school.

- Pieces of work will have a brief **and child friendly** Learning Objective
- copied from the board or for younger children pasted in.
- Every piece of work will be dated **and underlined with a ruler** [e.g. 23.5.13, or 3rd. March 2013]
- Exercise books/folders should be a cumulative record of good quality work that shows progress and which the child can show and explain to others.

Staff should not accept work that they know is below the standard achievable by a child. Work will need to be done again in some cases and some children will need personal targets relating to their presentation and handwriting. Evidence of progress should be apparent looking back at past pieces of work.

Work generated by staff and used in school, e.g. in display, on boards etc., must echo the importance given to children of presentation.

Praise for good presentation and writing is encouraged. Consistently well-presented work may be rewarded with certificates presented in the weekly celebration assembly or house points.

Marking, presentation and handwriting will be monitored by head, subject leaders and governors.

Key prompts for those who monitor work

- Are children clear about objectives and criteria used in marking and can they say what they are doing and why?
- Is prominence given in classes to marking, expectations and rewards?
- Is work matched to ability and then marked to reflect expectations for that ability?
- Is there consistency within a class, e.g. a job share, across different classes, and across different subjects?
- Do the children get and understand feedback about their work?
- Is there consistency in rewards given for good work?
- Is prominence given in classes to what constitutes good quality presentation, work and handwriting?
- Is there consistency in presentation?
- Do the children get and understand what is expected?
- Is there consistency in rewards given for good work?

All involved in school, including supply staff, students and volunteers will be made aware of the school's expectations and will share in applying them.