



**POLICY STATEMENT FOR MARKING AND PRESENTATION**

"Marking is good. Teachers regularly mark pupils' work and provide them with good advice and guidance on how to improve." Ofsted 2012

**Management Co-ordinator - SMT**

At New Oscott our focus is simple; it is our children's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about moving learning forwards.

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

**Aim**

- To improve the quality of teaching and learning across the curriculum.

**Objectives**

**Effective feedback & marking should:**

- recognise, encourage and reward children's effort and achievement and celebrate success over time
- provide a consistent and coherent marking framework throughout the school.
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning objectives or targets
- identify children who need additional support/challenge
- help pupils to develop an awareness of the standards they need to reach.
- assess progress and help to inform future planning

## PRACTICE - How we do it?

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

At New Oscott, each lesson has a WILF (What I'm Looking For) which provides clear guidance for the pupils on what they are learning, the steps to achieving and attainment towards the objective.

Teachers will use the WILF to:

- differentiate work to specific groups of learners
- assess pupils attainment
- enable pupils to self-assess their attainment

## Verbal Feedback (VF)

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused and personal. It also allows for instant interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, in a guided reading session or as part of a lesson. This may be either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation in the attached Appendix 1.

## Written Feedback

All written comments, corrections or check marks should be in any colour **other than red**, other than highlighting, as detailed below.

- **All** work, including homework, will at least be checked against the learning objective.
- Most written work will have a written comment identifying next steps and reward effort and achievement. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using ticks (✓) or other coded notation such as 'LOV' (Objective Met), and the symbols or shorthand feedback detailed in Appendix 1. Teachers may also indicate the level of support given to the child or group e.g. AS (adult support). Work that has no indication of adult support will have been complete independently by the child. Stamps or stickers may also be used to indicate work has been checked.
- Written feedback should use the child's name and the comment should reflect the child's progress towards the learning objective. For example; "Wonderful adjectives in your description today Sam. This shows good progress- keep it up!"

- Some written work will also be followed by a 'GAP TASK' for the child to complete. This will be a task related to the work marked. It may be an additional question to consolidate the work, an extension question to provide further challenge or a task such as practice of an incorrect spelling.
- All children will receive at least one GAP TASK per week, but others may be given at the discretion of the teacher
- All teachers will indicate that they have checked the gap task work and when appropriate teachers may respond to gap tasks in their marking. e.g. well done. I can see that you have correctly used capital letters today after practising in yesterday's gap task
- It is imperative that such notations are used **consistently**.
- The letters **PI** may be used to mark a 'Point of Intervention' (PI) in a child's book to notify the point at which an adult has supported learning during the written work. As such, it serves as a reference point from which progress and the impact of the intervention can be judged. **A final brief marking comment should reflect the progress made since P.I.**
- Gap task marking should enable all children to make good or better progress. Opportunities may be given for most and more able children to write explanations that show a depth of knowledge (e.g. can you explain why 19 is a prime number?)
- In Phase 3 teachers may highlight good sentences in green and sentences that can be improved to be highlighted in pink. "Green for great and pink for think".

## Organisation

Marking and feedback needs to be an on-going dialogue between pupils and teacher, either written or verbal.

- Most pieces of work have a written comment, usually following a verbal comment to the child.
- All written comments are appropriate to child's abilities.
- The child's name should be included in marking.
- Wherever possible, children should be given opportunity to respond to written questions or comments.
- Not all work or every mistake will be corrected
- Marking is undertaken on a frequent and regular basis.
- Work of a particularly high standard for a child should receive a wider audience e.g. display, sharing with class/other classes, HT/DHT.

## English

We need to show the children that their writing has a genuine audience and that we are interested in what they have to share and are not reading their work to merely find errors.

Children need to feel their writing is valued and we should respond to it as a reader who wants to share their experiences and ideas in order to support its improvement.

## When marking English books:

- Generally no more than 5 spellings to be indicated. Teachers may use their discretion when indicating incorrect spellings dependent on the age and ability the child. Teachers may also indicate where spellings are to be practised at the end of a piece of writing and generally this will be no more than 3. These will be generally high frequency words or words from the National Curriculum word list.

- Good features/vocabulary are to be highlighted (including connectives, adjectives, powerful verbs, technical vocabulary) or have shown a good understanding of the learning objective.
- Half-termly assessed writing is annotated with the appropriate points to indicate the attainment of the child. In Years 2 and 6, work may be annotated with National curriculum levels more frequently (2016).
- A coding symbol (Appendix 1) may be used to indicate precisely where an improvement could be made
- Opportunities are given for these points to be shared, reflected upon and action taken
- Further written comment or acknowledgement will follow up on the child's improvement

## Maths

We need to show the children that we are interested in what they have to share and are not checking their maths work to merely find errors.

- In key stage 1 an incorrect response will be indicated with a dot (.) next to the incorrect answer
- In key stage 2 an incorrect response with a x
- However if a child has made a number of mistakes, teachers may use their discretion when indicating incorrect answers.
- Where a number of errors have been made their will be **VF** to show where the work has been discussed and some further work may be completed

## Other Subjects

- Some curriculum policies have subject specific marking additions.



## Homework

At New Oscott we value homework as it allows your child to review and practice what has been covered in class. It helps your child develop positive study skills and habits that will serve him or her well throughout life. Homework also helps parents learn more about what their child is learning in school.

All homework must be marked weekly and where appropriate a comment may be made about an aspect of the completed work for example, "Well done, Sam, your research about the Romans was fantastic". Some teachers may use a stamp or sticker to acknowledge effort by pupils and reward work with raffle tickets and house points.

## Marking Key - SEE APPENDIX 1

### Presentation in exercise books

From September 2019, teachers will use P (acceptable/good presentation);  (as a 'warning - presentation could be improved) or P  (excellent presentation). (SEN difficulties should be taken into account and the judgements are reflective of what is good/excellent for the individual pupil). These codes will be written at the top of a pupil's piece of work when the teacher marks the work. During the lesson, children should be given regular reminders about presentation expectations.

The following criteria have been agreed as good presentation:

Neat handwriting

Date and learning objective underlined (from summer term Year 2)

Last piece of work ruled off (from summer term Year 2; in earlier year groups work should continue under last piece and teacher's marking comment)

Mistakes crossed out with a single line.

Sheets stuck in very neatly.

Work follows the margin down the page.

### Date:

The full date should be written in all subjects except maths where the number date will be used.

In Phase 1, teachers may write the date for the children. **In Year 1 children are required to write the day in the autumn term, progressing to include the month as soon as possible.**

### Title:

In Years 3 & 4 & Phase 3, titles **and dates** should be underlined in pencil with a ruler.

Year 2 pupils will be taught to underline from Summer Term 1.

### Learning Objective:

A simplified learning objective should be written at the beginning of all work, or included within the title.

It may be appropriate for children to stick in prepared learning objectives rather than spending long time writing them down.

### Layout (Including Margin)

In KS2 a margin should be used

Handwriting pens will be awarded throughout Years 4 & 5 when the teacher feels an individual child is ready. All children will have the opportunity to use a handwriting pen throughout year 6.

Blue handwriting pens only should be used. No biros should be used.

All maths work should be completed in pencil.

A line should be drawn under the last piece of work so that the child can continue on the same page with their next piece of work.

If appropriate a margin should be drawn down the centre of the page.

All maths books require a 2 square margin to be drawn in each lesson if appropriate.

Drawing/writing on book covers is not permitted. Children should be encouraged to take a pride in their work and their books.

### Monitoring

- Maths and writing books are to be regularly moderated by year group staff on a termly basis.
- HT/DHT will monitor samples of books on a regular basis during learning walks, lesson observations, as part of ongoing book monitoring and during pupil progress meetings
- SLT will monitor Maths and Literacy books at least twice annually, providing written feedback to year group leaders.
- Phase Leaders will monitor a sample of books each term to support teacher assessments on the progress of pupils over time.

- Team leaders and curriculum teams to monitor work and books for their foundation curriculum areas regularly - written feedback to be provided to year groups.
- Outcomes of monitoring will be recorded and copies distributed to HT and year group co-ordinators.

## Evaluation

The desired outcomes of this policy are improvement in children's learning and greater clarity among children and parents concerning children's achievement and progress.

A whole-school policy in marking will ensure that all children fully understand what they must do to improve the quality of their work.

It will also give the children the confidence in knowing the expectations will not change from teacher to teacher.

Date for review: July 2020

### New Oscott Primary School MARKING KEY

LO✓ You have achieved the Learning objective for the lesson.

NS Next step for the next piece of work.



Next step for the next piece of work (Foundation Stage)



Full stop missing.



Incorrect or missing punctuation.



Word or phrase missing.



Worked with an adult.



Discussed with teacher

Sp (in Margin) Incorrect spelling

✓✓or  
highlighted Indicates effective use of language, content or excellent choice of words.

// Start a new paragraph here.

1hp

House Point.

IRT

Raffle Ticket

PI

Point of Intervention- written feedback within the lesson

New Oscott Primary School  
Maths MARKING KEY


✓ Correct answer

•  indicates incorrect response in KS1

x Incorrect answer.


However, if a child has answered a number of questions incorrectly it would be more appropriate to write a comment to indicate extra support is required/will be given.


New Oscott Primary School  
PRESENTATION IN EXERCISE BOOKS


 Write the date in full in all subject except Maths, where a number date should be used ( 4.9.19 )

 Write the Learning Objective ( LO ) at the top of your page.

 Underline the date and the title using a pencil AND a ruler.

 2 square margin to be drawn when appropriate.

 Write in pencil or pen. You should not use biro. Handwriting pens are available from the school office. Only use pencil in your maths books.

 **DO NOT DRAW OR DOODLE ON THE COVERS OF EXERCISE BOOKS OR FOLDERS**